# Digital High School Program Application

FY 2000/01

This document has been modified to only reflect the deadlines for Year 4 of the DHS Program and all forms have been re-numbered. If you have been using the 1999-00 application to develop your Year 4 DHS Program application, just transfer your information to the correctly dated forms. No change in the narrative is required.

# I. Preface

This is a complete Digital High School (DHS) Program Application Packet.  This packet includes information and necessary applications regarding:

1. Technology Installation Grant
2. Final Report and Certification of Completion of the Installation Grant
3. Technology Support and Staff Training (TSST) Grant

The DHS Program provides assistance to schools serving students in grades 9-12 so that these schools may install and support technology, as well as provide staff training.  The installation support is provided through the Technology Installation Grant, a one-time $300 per student amount.  Following the Technology Installation Grant, schools must submit a final report and a Certification of Completion of the Installation Grant.  Schools that submit this certification are eligible to receive a Technology Support and Staff Training Grant in the second fiscal year following the year in which they were selected for the Technology Installation Grant.  The Technology Support and Staff Training Grant is an ongoing $45 per student per year.  All of the above funding is contingent upon the local education agency providing an equivalent local match and the funds being appropriated each year.

Two of the most important outcomes of the Digital High School Program are: (1) every classroom will be connected to the Internet by the end of the Technology Installation Grant and (2) technology will be integrated into the curriculum to enhance teaching and learning.

Based upon the experiences of schools in the first two years of the program, the California Department of Education (CDE) has identified several factors that significantly impact a school's ability to develop a successful Technology Installation Grant application and to begin the transformation into a "digital school."  These factors are:

1. involvement of the site principal;
2. involvement of a team of individuals, including school site staff, district staff, parents and business and community members, in the development of the project application;
3. involvement of individuals with appropriate technical expertise to assist with the infrastructure and system design;
4. development of the Technology Installation Grant application with the view that the application serves as both the planning and implementation guide by helping the school resolve issues during the planning process and by providing specific goals, objectives, benchmarks, and a timeline of activities to guide implementation once the application is approved; and
5. collaboration with the California Technology Assistance Project (CTAP) early in the application development process.

This packet is designed to provide you with the resources needed to complete your Technology Installation Grant application. A comprehensive planning process will result in a successful implementation. This significant influx of resources for high schools will bring the reality of technology into the hands of every student in every high school classroom by 2001.

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Appendices (Continued):

*Section I:    Information about the Digital High School Program*

## A. Introduction

The Digital High School Education Technology Grant Program, authorized by Assembly Bill 64 (Chapter 326, Statutes of 1997), took effect on August 19, 1997. As specified in this legislation, "It is the intent of the Legislature that all high schools in the state become 'digital high schools' by the end of the first year of the 21st century and that these schools fully integrate computers, networks, training, and software to achieve computer literacy in all pupils and faculty and to improve academic achievement."

The legislation further emphasized the importance of staff development: "The Legislature finds and declares that an essential element in creating Digital High Schools is staff training. Therefore, it is the intent of the Legislature to provide funding for both initial and continuing teacher training to provide teachers with knowledge and skills they need to integrate technology into the curriculum and to adapt it to instructional strategies."

Technology Installation Grants will be provided to schools selected by random drawing at $300 per student, or at specified minimum grant levels for small schools and alternative programs with fewer than 201 students. These grants require a local match not less than the amount of the grant unless the match is modified or waived by the State Board of Education (SBE). Commencing in the second fiscal year following the year in which a high school receives a Technology Installation Grant, and upon certification of completion of the Technology Installation Grant, schools will receive annual Technology Support and Staff Training grants to be funded at $45 per student contingent upon an appropriation and the local match requirement.

## B. Program Objectives

The legislation specifies the following objectives (Education Code §52252):

1. to provide all high school pupils with basic computer skills including, but not limited to, the ability to utilize electronic mail, word processing programs, electronic publishing software, spread sheet programs, courseware and related software, and Internet search and retrieval tools;

2. to improve pupil achievement in all academic subjects; and

3. to increase collaboration among high schools, private industry, post-secondary education institutions, and community organizations.

Project applications must address each of the objectives established in the law.

## C. Participation Criteria

To be eligible to participate in the Digital High School Program, schools must meet the following criteria:

1. The school must have its own county-district-school (CDS) code.

2. For schools participating in the 2000-01 year, the school must be open for business no later than October 4, 2000.

3. The governing board of the school must agree to meet the following program criteria, as approved by the SBE:

   a. Provide a local match that is not less than the amount of the grant (EC§52253(a)). See Appendix A for more information regarding the local match requirement.

   b. Provide Board certification that a majority of the certificated staff at each participating site indicates their support for participation in the program and provide a copy of the minutes for the Board meeting during which the Board took action on this certification.

   c. Provide assurance that, no later than the completion of the Technology Installation Grant, the following will have been accomplished:

      (1) every classroom teacher and library media teacher will have connections in their primary teaching area to instructional applications and Internet resources, using appropriate hardware and software, in every instructional classroom including the school library media center;

      (2) every student will have access to instructional applications and Internet resources, using appropriate hardware and software, in every instructional classroom, including the school library media center;

      (3) services will be provided to staff and students of any continuation high school or alternative program that is included as a part of the comprehensive high school's project application on an equitable basis.

   d. Provide assurance that the school's project application addresses:

      (1) staff development;

      (2) ongoing technical support services;

      (3) the integration of technology applications and tools into the curriculum consistent with the curriculum master plan such as, Western Association of Schools and Colleges (WASC), School Improvement Program (SIP), or Focus on Learning (FOL) plan; and

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The Board certification **and** minutes from the Board meeting that show a majority of the certificated staff support the program must be submitted with the application.

The Technology Installation Grant application must provide for Internet connections in every instructional classroom.

Services must be equitable for staff and students at continuation high schools or alternative programs that are applying with a comprehensive high school.

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**STAR testing, data collection, and progress reporting are required under the grant.**

(4)  the services to be provided to staff and students of any continuation high school or alternative program included as a part of the comprehensive high school's project application.

e.  Provide assurance that the school district has adopted a policy regarding access by pupils to Internet and online sites (EC § 51870.5).

f.  Provide assurance that the grant recipient will provide the data for each site from the State Testing and Reporting System (STAR) test for the year in which initial funding is received, and each subsequent fiscal year thereafter, administered in accordance with Article 4 (commencing with 60640) of Chapter 5 of Part 33 of the Education Code and the regulations implementing the STAR Program for purposes of the evaluation required by Education Code § 52266.

g.  Provide assurance that baseline data collection and subsequent progress reporting required by the California Department of Education (CDE) will be completed.  For multi-site applications, this data will be submitted by each individual site.

### *Section II:    The Technology Installation Grant Application Process*

## A.  Planning and Application Development: Resources and Technical Assistance

It is the intent of the SBE and the CDE that every school will successfully complete its application for a Technology Installation Grant. As specified in the legislation, all schools that have been selected in the random drawing will have the opportunity to participate in planning and technical assistance services designed to assist them in developing their project applications. These services will be coordinated by the California Technology Assistance Project (CTAP) (EC § 52254(e)).

Schools are expected to work closely with their regional CTAP staff in developing their application. Experience from the first two years of the program indicates that schools which sought assistance from CTAP were more successful in developing approvable plans.  All participants are encouraged to obtain assistance from CTAP in preparing their project applications. Schools will have the opportunity to receive in-depth information related to the project application and to request technical assistance throughout the implementation of their project from CTAP.  The Digital High School Resources Directory, which includes a list of CTAP regional coordinators and additional information regarding a variety of technical assistance and Internet services being offered by CTAP and other organizations, is included in Appendix H. The Directory will be updated periodically and posted on the CTAP Internet Web site:

**<http://ctap.k12.ca.us>**

Documents, correspondence, frequently asked questions (FAQs), review schedules, and approval actions pertaining to the DHS program are posted on the CDE Web site at the following address:

**<http://www.cde.ca.gov/digitalhigh/>**

Many members of the business and industry community in California are interested in either donating services or providing discounts to schools participating in the Digital High School program. The Computer-Using Educators, Inc. (CUE) and the California School Library Association (CSLA) disseminate information regarding these services, discounts, and other kinds of possible support. Specific areas of the CUE and CSLA Web sites are maintained for this purpose. These sites can be located at the following Internet addresses:

**CUE: <http://www.cue.org>**
**CSLA: <http://www.schoolibrary.org>**

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Help is available through CTAP.  Contact your local CTAP representative early in the process! (See Appendix H.)

**Important Web site addresses:**

California Department of Education:
<http://www.cde.ca.gov/digital high/>

CTAP:
<http://ctap.k12.ca.us>

CUE:
<http://www.cue.org>

CSLA:
<http://www.schoolibrary.org>

## B. Glossary of Terms

A glossary that provides definitions of terms used throughout this application packet is included in Appendix C.

## C. Application Submission and Approval Process

The legislation specifies that each school selected to be eligible for funding shall develop a project application (EC §52255(g)). To be eligible for funding, an application must meet each of the standards included in the Evaluation Rubric (Appendix G). The Evaluation Rubric will be used in the review process. Schools are encouraged to use this rubric as a checklist to ensure that all elements of their project plan meet the standards before they submit their application for approval.

Applications are reviewed in a two-step process prior to approval by the SBE.

1. Regional CTAP Review (Refer to Section A for services CTAP can provide prior to this step.)

   a. Submission: When the school believes its application meets the standards in the Evaluation Rubric (Appendix G), the application should be submitted to the regional CTAP representative for regional review and approval. Contact your regional CTAP representative regarding the number of copies required. Most regions require four or five copies, but the number varies by region.

   b. Regional Review and Approval Process: The Regional CTAP Review Committee will review the application for compliance with the standards in the Evaluation Rubric. Following the regional review, comments will be returned to the local education agency. In compliance with EC § 52255 (g), the regional review shall be completed within 30 days following CTAP's receipt of the application. Each school will have the opportunity to revise its application in order for the application to be approved at the regional level and subsequently forwarded for review by the Statewide Review Committee. Schools will work with CTAP in revising their application until all aspects of the application meet the standards presented in the Evaluation Rubric in Appendix G.

   c. Completion of Baseline Data Survey: Each site must complete the Baseline Data Survey before their application can be forwarded for Statewide Review. If the application represents more than one school site or program, each must complete the Baseline Data Survey separately. This survey must be completed online. The survey can be

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To be eligible for funding, an application must meet each of the standards presented in the Evaluation Rubric in Appendix G. Schools will work with CTAP in revising their application until all aspects of the application meet these standards.

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The Baseline Data Survey must be completed by each site listed on the application. This survey must be completed before an application can be submitted for Statewide Review.

found at the following website:
<http://www.cde.ca.gov/digitalhigh/year4/indexyr4.html>

2. Statewide Review

   a. Submission: When the CTAP Regional Review Committee finds that an application meets each standard in the Evaluation Rubric, the original and six copies of the application will be forwarded by CTAP to the California Department of Education for review by the Statewide Review Committee.

   b. Statewide Review and Approval Process: The Statewide Review Committee will review the application for compliance with the standards in the Evaluation Rubric and will complete its review within 30 days. Following the review, the school will be advised of the outcome of the review. If an application is found to meet each standard in the Evaluation Rubric, the Statewide Review Committee will recommend to the SBE that the application be funded. If an application is found not to meet each standard in the Evaluation Rubric, the Statewide Review Committee will recommend to the SBE that the application not be funded unless the school chooses to withdraw its application and work further with CTAP to revise and resubmit its application.

b) Approval by the California State Board of Education (SBE)

The SBE makes the final determination regarding approval of each application at a regularly scheduled meeting.

c) Schedule for Submission

In order to expedite this approval of project applications, application review cycles were established so that the review process can be completed in the shortest possible amount of time. Schools will have five dates for submitting their applications. Appendix F contains the submission schedule for schools selected in 2000-01. Failure to have an approved application by the deadlines noted for 2000-01 will result in a school forfeiting the opportunity to participate in the Digital High School Program, including both the Technology Installation Grant and the Technology Support and Staff Training Grant.

## D. Project Application

1. Multi-site applications

Multi-site applications must address each site throughout the application.

Applicants should note that eligible alternative high schools and programs (including continuation schools, opportunity schools, educational centers, community day schools, and special education programs) that are located on the same property as, on a site adjacent to, or across the street from a comprehensive high school must have

certified eligibility as a combined site and submit a combined application with the comprehensive high school. Other eligible alternative high schools or programs may choose to combine with other alternative high schools/programs or comprehensive high schools for programmatic reasons and must have done so in certifying eligibility in order to submit a combined application. For these multi-site projects, *each section* of the project application must clearly address the needs of students and staff and the proposed program for each participating school. The application must refer to all sites impacted throughout the project application; any portions specific to only one site should indicate the singular reference.

All references in these instructions to "school" should be regarded in the plural for such multi-site projects. In the case of independent programs such as alternative, special education, juvenile hall, or opportunity programs, the reference to "school" should be regarded as meaning "program."

2. Required Components and Format

All project applications must comply with the requirements specified in this section. Any applications missing required components or not meeting the required format will be returned for revision and may delay approval. The requirements are:

- All application materials must be submitted in a single packet. The original application must be unbound and unstapled. Copies may be bound, if desired, but no binders may be used. Flat folders that are clearly labeled with the school and district name are preferred.

- The application packet must contain the following and must be presented in the following order:

  - ✓ Application Cover Form DHS00-21
  - ✓ Project Abstract
  - ✓ Project Narrative (including any optional forms if used)
  - ✓ Assurances Form DHS00-22
  - ✓ Budget Forms DHS00-23A, DHS00-23B, DHS00-23C
  - ✓ Technology Inventory Form DHS00-24
  - ✓ Project Implementation Timeline Form DHS00-25
  - ✓ Governing Board Certification Form DHS00-26
  - ✓ Minutes on certificated staff support

- The project abstract must be clearly labeled as such.

- The project abstract must be no more than two pages.

- The project narrative must be presented with sections and subsections, including headings and corresponding numbering as identified in Section III C, Project Narrative (i.e., 1a(1), 2b, 3, etc.).

**Follow the format requirements! Failure to do so will result in rejection of your application.**

1. Strategic Goals, Objectives, and Benchmarks
   a. Students
   b. Staff
2. Project Plan
   a. Program for Students
   b. Program for Staff
3. Local Evaluation and Program Monitoring
4. Technology Resources (Infrastructure, Hardware, Software)
5. Partnerships
6. Sustainability: Continuing Support and District Commitment
7. Project Management

- The project narrative may be no more than 20 pages for single site applications and 25 pages for multi-site applications, including appropriate charts and graphs, but excluding all required forms, the local board minutes, and the two-page project abstract.

- Suitable charts, graphs, and tables are encouraged within the project narrative in order to succinctly present information; however, these charts, graphs, and tables must be presented within the maximum allowable pages as described above.

- Any optional forms used count toward the project narrative page limit as described above.

- The pages of the project narrative must be numbered sequentially. The project abstract, which precedes the narrative section, will be paginated using small Roman numerals (i.e., i, ii). Hand-written numbers are acceptable.

- The project abstract and project narrative must be prepared using at least 12-point type and appropriate margins.

- All materials must be submitted in print format on 8 ½ x 11" paper, printed only on a single side.

- A diskette containing only the completed application and forms must also be provided. A RTF (rich text format) is the preferred file format. Any format for the diskette (i.e., Windows or Macintosh) is acceptable.

- DO NOT submit appendices or additional materials, such as videotapes or any electronic materials other than the required diskette explained above. If submitted, these items will not be reviewed or returned.

Any optional forms used count toward the project narrative page limit.

## *Section III: Instructions for Completing the Technology Installation Grant Application*

### A. Application Cover Form DHS00-21

Complete each section of the cover form as indicated. The CDS code for the school or program may be obtained from the LEA's business office or the California Public School Directory. If the application includes more than one site, indicate the smaller sites' information in the boxes labeled "2, 3, or 4." If more than four sites are addressed in the application, check the box labeled "More than four sites."

**Note:** There will be a starting date and an ending date for each school's Technology Installation Grant. The Technology Installation Grant begins on the date the SBE approves the application. The ending date will be the date by which the funds must be expended by law (June 30, 2003 for 2000-01 schools). However, the projected completion date may be sooner if the application's project timeline so indicates. Refer to Section III G for instructions on completing the Project Implementation Timeline Form and Appendix I for Form DHS00-25.

### B. Project Abstract

The school's project application shall include a Project Abstract. This Abstract should briefly describe the high school (including size of student population, demographics, special populations of students, number of teaching staff, and number of classrooms) and summarize how current technology resources are being used in the teaching and learning process. The abstract should also include a brief description of the school's vision of what a successful implementation of a "digital high school" would look like and what the school would consider to be successful results three years out. This description should address results for both staff and students. Applications for multiple sites should indicate the interrelationship of the sites, such as if the same staff serve multiple sites or if students utilize services at multiple sites. The Project Abstract should also include highlights of the proposed Technology Installation Project. This section shall not exceed two pages. These pages must be numbered using small Roman numerals (i.e., i, ii).

### C. Project Narrative

The project narrative shall address each of the sections below. Incomplete project applications will be returned for revision and may delay approval.

Be sure that the project narrative is consistent with the Project Implementation Timeline Form DHS00-25.

Goals and objectives for students and staff will clearly focus on the teaching and learning needs of all students and on state academic content standards.

1.   **Strategic Goals, Objectives, and Benchmarks**

This section contains two subsections, one for students and one for staff. Both subsections must include a description of current proficiency levels in using technology, goals, objectives, and benchmarks. For the purpose of this application, goals, objectives, and benchmarks are defined as follows.

*Goals* are broad statements of what is to be achieved by the end of three years. For the student subsection, goals may include the site Expected Schoolwide Learning Results (ESLRs) or other site program learning goals.

*Objectives* are specific, measurable statements of what is to be accomplished by the end of three years. Because they are to be measurable, objectives must include either a percentage or a number.

***Benchmarks*** are annual statements that will be used to determine if progress is being made toward each objective. As such, they are a subset of each objective. Each benchmark includes two components:

- the product or activities that staff or students will complete to show progress, and
- a percentage or a number of the students or staff that will improve or make progress during that year.

Because the objectives are designed to be met by the end of the third year, the benchmarks for the third year are to be the same as the objectives.

***Tools to monitor progress*** are the tools that will be used for assessment and evaluation purposes. These tools will be addressed in Section 3, Local Evaluation.

Development of the goals, objectives and benchmarks is very important because it is from this list of what is to be achieved that the plan flows. These goals, objectives, and benchmarks are also used to determine if the project is on course (and ultimately successful) or if it needs to be modified along the way in order to accomplish what the school set out to do.

Finally, one cannot set realistic goals, objectives, or benchmarks unless one knows the starting point. What are the students' and staff's current levels of proficiency in each of the areas? If the levels of proficiency are not currently known, how will they be determined? A description of the starting point must be included in this section.

Applicants should note that DHS00-27.1 is an ***optional*** form that may be used to describe strategic goals, objectives, and benchmarks, as well as evaluation data such as tools to monitor progress, the data to be

collected, the frequency of collection, and how the data will be collected and used to plan improvements. This form is provided to assist schools in organizing their goals, objectives, benchmarks and evaluation. If used, this form should be considered part of the Project Narrative and counted as part of the pages for this section. If completed with sufficient detail, this form may be used in place of narrative for Section 1a and 1b (Strategic Goals and Objectives for Students and Staff), as well as for Section 3a (Local Evaluation, part a). Note that the information required in Section 3b is not included on the optional form and must, therefore, be addressed in the Project Narrative, Section 3b.

**a. Students**

This subsection must include:

(1) a description of current student proficiency levels in using technology;

(2) a description of current student academic achievement which assisted in the design of the proposed program for students, Section 2a; and

(3) goals that cover a three-year period, objectives that cover a three-year period, and annual benchmarks, in the two areas listed below.

(a) Student computer knowledge and skills: Goals, objectives, and benchmarks regarding student computer knowledge and skills must include the ability to utilize electronic mail, word processing programs, electronic publishing software, spreadsheet programs, courseware and related software, and Internet search and retrieval programs.

(b) Improved academic achievement: Goals and objectives regarding improved academic achievement should be aligned with the curriculum master plan (such as Focus on Learning (FOL), Western Association of Schools and Colleges (WASC), or School Improvement Program (SIP), etc.) and state academic content standards[1]. Objectives and/or benchmarks in this area might include information

> Be sure that the goals for students are aligned with the goals for the staff so that staff have the knowledge and skills to help students effectively use technology.

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[1] The State Board adopted academic content standards are: *English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve; History/Social Science Standards for California Public Schools, Kindergarten Through Grade Twelve; Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve; and Science Standards for California Public Schools, Kindergarten Through Grade Twelve*. State Board adopted standards are available on CDE's Web site at <www.cde.ca.gov/board/board.html#standards>

Goals, objectives and benchmarks that do not relate to the current levels of student technology proficiency and academic achievement will not be realistic or attainable.

An analysis of staff's current knowledge and skills relating to technology is used as a factor in designing the staff development program.

literacy skills (see Glossary for definition of "information literacy skills").

Please remember that goals, objectives and benchmarks for each area must use current levels of student proficiency in using technology and current student academic achievement, respectively, as starting points. The Project Implementation Timeline, Form DHS00-25, must be consistent with the benchmarks.

**b.  Staff**

In developing this subsection, applicants should consider what staff (teachers, library media teachers, administrators, and other school staff) will need to know and be able to do to help students meet the goals and objectives in subsection 1a above. This subsection must include:

(1) a description of current staff proficiency levels in using technology based on a survey of staff, and

(2) goals that cover a three-year period, objectives that cover a three-year period, and annual benchmarks, in the following three areas:

(a) staff development designed to improve staff personal proficiency in using technology: As appropriate to local needs, activities might include a focus on such topics as basic operations of various technologies, personal computer productivity tools (e.g., word processing, database management), effective use of Internet tools and resources, and classroom management applications. If use of Internet tools and resources are not included in staff development, explain why this staff development is not necessary.

(b) staff development designed to provide staff with the background they need to help students gain the computer knowledge and skills specified in Section 1a(3)(a) above.

(c) staff development designed to provide staff with the background they need to integrate technology into the curriculum so as to enhance student academic achievement as specified in Section 1a(3)(b) above. Objectives and/or benchmarks in this area might include individualized instruction, diagnostic tools, and assessment.

**2.  Project Plan**

This section must include the subsections listed below.  Each subsection needs to be addressed and labeled separately.  Note: The

The Project Plan section describes how technology enhances the curriculum and specifically what students using the technology will do.

project plan lays out the activities in which students and staff will participate in order to achieve the previously identified goals and objectives. Therefore, the Project Plan should be written to be consistent with the Strategic Goals, Objectives, and Benchmarks for Students and Staff, with the Project Plan providing more information about how the objectives will be accomplished.

**a.  Program for Students**

    (1)  Computer knowledge and skills:

        (a)  Describe how students will learn the computer knowledge and skills described in Section 1a(3)(a).

        (b)  Describe how students will use the computer knowledge and skills to:

            (i)  enrich their academic programs (for example, how students will use computer skills in the context of academic subjects to access learning resources);

            (ii)  improve their presentation of information and ideas;     and

            (iii)  prepare them for careers.

    (2)  Improved academic achievement:

Integration of technology into the curriculum should focus on enhancing teaching and learning to encourage student progress toward content standards.

        (a)  Explain which subject areas (or academic skills, such as reading, writing, computation, etc., in the context of academic subject areas) will be given priority **during the first year** of the Technology Installation Project and how technology will be integrated into these subject areas/academic skills. Describe what students will be doing and how those activities tie to the benchmarks.

        (b)  Explain which subject areas (or academic skills) will be given priority **during the second year** of the Technology Installation Project period and how technology will be integrated into these subject areas/academic skills. Describe what students will be doing and how those activities tie to the benchmarks.

Successful integration of technology will result in the use of technology as a tool to provide expanded opportunities for learning.

        (c)  Explain which subject areas (or academic skills) will be given priority **during the third year** of the Technology Installation Project period and how technology will be integrated into these subject areas/academic skills. Describe what students will be doing and how those activities tie to the benchmarks.

Unsuccessful, ineffective integration will result in costly outlay of funds that provide no additional learning benefits for students.

        (d)  Explain your general approach to integrating technology into the remaining subject areas in subsequent years.

        (e)  Explain how information literacy skills, including research and retrieval proficiencies, will be demonstrated in instructional activities. Describe what students will be

Staff training is a required component of the Digital High School Program and is to be provided on an ongoing basis. Exemplary programs provide staff with the time to learn, practice, and collaborate with others.  Mentoring support is provided.

doing and how those activities will be evaluated to determine success.

(f) Explain the process used to ensure that the plan to integrate technology into the curriculum will be consistent with the curriculum master plan and the state academic content standards.

**b.  Program for Staff**

(1) Describe activities that will be done to accomplish the goals and objectives for staff, including:

(a) For year 1, describe:

(i) the plan for staff development, including follow-up support, that will help staff meet the first year benchmark(s) for the personal **technology proficiency** objective(s) specified in the Strategic Goals and Objectives for Staff (Section 1b(2)(a));

(ii) the plan for staff development that will help staff meet the first year benchmark(s) for the objective(s) related to providing staff with the background and skills they need to **help students meet the goals regarding computer knowledge and skills** (refer to staff goals and objectives in Section 1b(2)(b) as well as student goals for computer knowledge and skills in Section 1a); and

(iii) the plan for staff development that will help staff meet the first year benchmark(s) for the objective(s) related to providing staff with the background and skills they need **to help students meet the goals regarding improved academic achievement** (refer to staff goals and objectives in Section 1b(2)(c) as well as student goals for improved academic achievement in Section 1a(2)(b)).

(b) For year 2, describe:

(i) the plan for staff development, including follow-up support, that will help staff meet the second year benchmark(s) for the personal **technology proficiency** objective(s) specified in the Strategic Goals and Objectives for Staff (Section 1b(2)(a));

(ii) the plan for staff development that will help staff meet the second year benchmark(s) for the objective(s) related to providing staff with the background and skills they need to **help students**

**meet the goals regarding computer knowledge and skills** (refer to staff goals and objectives in Section 1b(2)(b) as well as student goals for computer knowledge and skills in Section 1a); and

(iii) the plan for staff development that will help staff meet the second year benchmark(s) for the objective(s) related to providing staff with the background and skills they need **to help students meet the goals regarding improved academic achievement** (refer to staff goals and objectives in Section 1b(2)(c) as well as student goals for improved academic achievement in Section 1a(2)(b)).

(c) For year 3, describe:

(i) the plan for staff development, including follow-up support, that will help staff meet the third year benchmark(s) for the personal **technology proficiency** objective(s) specified in the Strategic Goals and Objectives for Staff (Section 1b(2)(a));

(ii) the plan for staff development that will help staff meet the third year benchmark(s) for the objective(s) related to providing staff with the background and skills they need **to help students meet the goals regarding computer knowledge and skills** (refer to staff goals and objectives in Section 1b(2)(b) as well as student goals for computer knowledge and skills in Section 1a); and

(iii) the plan for staff development that will help staff meet the third year benchmark(s) for the objective(s) related to providing staff with the background and skills they need **to help students meet the goals regarding improved academic achievement** (refer to staff goals and objectives in Section 1b(2)(c) as well as student goals for improved academic achievement in Section 1a(2)(b)).

(2) Describe the plan for support for any new staff hired after implementation of the plan has begun.

(3) Describe how and when in the three-year plan technology will be used to help teachers individualize learning for students.

(4) Describe how and when in the three-year plan teachers will use technology in assessment to monitor academic achievement and computer knowledge and skills.

Individualized instruction provides teachers more opportunities to use technology for assessment and program planning.

## 3. Local Evaluation and Program Monitoring

Assessment is timely and tied directly to objectives of student computer knowledge and skills as well as student academic achievement. In exemplary programs, the evaluation process and instrument(s) are described in detail, and are comprehensive in nature.

a. Describe the methods and tools that will be used to monitor progress toward accomplishing the identified project goals, objectives, and benchmarks for students and staff for (1) student computer knowledge and skills, and (2) increased student achievement through integrating technology into the curriculum. Describe:

    (1) the instrument(s) that will be used;

    (2) the type of data to be collected (in addition to the required Standardized Testing and Reporting (STAR) data);

    (3) the benchmark to which the data relates;

    (4) how often the data will be collected; and

    (5) how the data will be analyzed and used to implement program improvements.

Note that the methods and tools utilized to monitor the project should be discreet enough, in data collected and frequency of collection, to determine at any point in time if benchmarks are being accomplished in a timely fashion. Applicants should also note that the STAR program only requires testing of students through grade 11. Participating schools may want to consider testing of 12th grade students using the authorized measurement tools.

b. Describe the methods and tools that will be used to monitor progress toward accomplishing the activities described in the programs for students and staff. The information about completed activities is used to determine if adjustments to activities must be made in order to accomplish the goals and objectives.

Note: Legislation specifies certain evaluation responsibilities and requires the State Superintendent of Public Instruction to report annually to the Governor and the Legislature on the results of the program. In order for the Superintendent to fulfill this requirement, participating schools will be required to collect data and complete progress reports. The data collection for this statewide effort is *in addition to*, not in place of, local data collection. Appendix D describes the statewide evaluation.

Applicants can modify optional forms and/or embed them in the narrative where pertinent. Whether modified, embedded, or used intact, the form is counted as part of the pages for the narrative.

Applicants should note that DHS00-27.1 is an *optional* form that may be used to describe strategic goals, objectives, and benchmarks, as well as evaluation data such as tools to monitor progress, the data to be collected, the frequency of collection, and how the data will be analyzed and used to plan improvements. This form is provided to

assist schools in organizing their goals, objectives, benchmarks and evaluations. If used, this form should be considered part of the Project Narrative and counted as part of the pages for this section. If completed with sufficient detail, this form may be used in place of narrative for Sections 1a and 1b (Strategic Goals, Objectives, and Benchmarks for Students and Staff), as well as for Section 3a (Local Evaluation and Program Monitoring). Note that the information required in Section 3b is not included on the optional form and must, therefore, be addressed here in this section of the Project Narrative.

4. **Technology Resources (Infrastructure, hardware, software)**

It will not be possible to have an effective DHS project unless the site has a well-documented infrastructure design. Schools are strongly encouraged to work with their district and/or county office network experts. Without the right network configuration, students and teachers will not have a system that is dependable and/or efficient.

   a.  Summarize the hardware to be acquired through this project, including peripherals. Describe how the project will integrate existing hardware in the school with new hardware to be purchased through this project. Also describe how these purchases and allocation of existing hardware will support implementation of the Program for Students (Section 2a) and the Program for Staff (Section 2b) of this application.

   b.  Summarize the current telecommunications infrastructure of your school, infrastructure needs, and how your needs will be met, including access to Internet resources and services by students, teachers, and other school staff. **Note that schools are required to provide access to instructional applications and Internet resources for staff and students in every classroom, including the school library media center, by the end of the Technology Installation Grant**. Finally, explain how the telecommunications infrastructure will support implementation of the program for staff and students. Issues of compatibility and confidentially should be considered as the plan is being developed as well as nonduplication of systems in order to lower the costs of maintenance and technical support.

Although not a program requirement, schools are strongly encouraged to consider connectivity with the district office as they plan for infrastructure at the school site. DHS program funds cannot be used for infrastructure beyond the school site.

   c.  Describe the software and other electronic learning resources to be acquired through this project. If some or all of the software and other electronic learning resources to be purchased have not been identified, describe the process for selection. Describe how the project will integrate existing software and other electronic learning resources with new electronic learning resources to be purchased through this project to support the programs for students and staff. Note that by the end of the Technology Installation Grant, there must be an adequate variety and quantity of technology-based learning resources to support successful implementation of the project.

   d.  Describe how your school's plan ensures fair and appropriate access to technology in every instructional classroom for all students in all academic subjects. The emphasis on academic areas does not preclude appropriate access being made available to

As the "Technology Resources" section is developed, note that the budget and/or local match (Forms DHS00-23A, 23B, and 23C) must include sufficient funding for the resources described in this section. In addition, The Technology Inventory Form DHS00-24 must include the same levels of technology resources as described in this section.

Specifically, the budget forms must show funding and/or match to acquire and install new hardware, infrastructure, software and other electronic learning resources, as well as to retrofit existing technology to successfully implement the programs for students and staff.

Involvement of partners will substantially increase the likelihood of reaching project goals. One of the primary objectives of the DHS program is to increase collaboration among high schools, private industry, post-secondary education institutions, and community organizations.

students in alternative instructional programs throughout the school, as well as to counseling offices, career and college information centers, parent centers, and other appropriate areas of the school, including administration offices.

e.  Describe how your school will ensure that all students with physical disabilities, including visually impaired and the blind, will have access to technology-based learning resources. If some students will require assistive devices to access the technology, describe how those needs will be met.

f.  Explain how the school library media center will use technology to ensure that appropriate learning resources, including access to the Internet, will be available to students in all subject areas throughout the school day. (Note: If a school does not have a school library media center, this subsection should address how students will receive the services and functions that a school library media center provides as described under this part.) Explain how the school library media center or the alternative providers of these services support implementation of the programs for students and staff.

g.  As the "Technology Resources" section is developed, note that the budget and/or local match (Forms DHS00-23A, 23B and 23C) must include sufficient funding for the resources described in this section. Specifically, the budget forms must show funding and/or match to acquire and install new hardware, infrastructure, software and other electronic learning resources, as well as to retrofit existing technology to successfully implement the programs for students and staff.

Note that optional Form DHS00-27.5 may be used to provide the information required in this subsection. If used, this form should be considered part of the Project Narrative and counted as part of the pages for this section.

5. **Partnerships**

a.  Describe how each of the partner groups listed below was involved in the development of your Digital High School project plan. If one or more of the partner groups listed below was not involved, describe the steps taken to encourage their participation and why the group(s) did not participate. Note: A partner does not need to be physically located in the same city or town as the school site.

(1) Parents
(2) Businesses
(3) Post-secondary institutions
(4) Government agencies
(5) Community groups

b) Describe how each of the partner groups listed below will participate in and support the project. Participation may include their involvement in the design, development, and distribution of interactive instructional materials via the Internet or local/wide area networks. If one or more of the groups listed below will not be involved, describe the steps taken to encourage their ongoing participation and why the group(s) will not be participating.

    (1) Parents
    (2) Businesses
    (3) Post-secondary institutions
    (4) Government agencies
    (5) Community groups

Note that optional Form DHS00-27.2 may be used to provide the information required in this subsection. If used, this form should be considered part of the Project Narrative and counted as part of the pages for this section.

### 6. Sustainability: Continuing Support and District Commitment

a. Describe your school's plans for ongoing system development and support over the next three years, including specific plans for ongoing equipment maintenance, repair, and replacement; and plans for technical support by adequately trained staff and/or volunteers (including students) who are available throughout the school day.

b. Describe your district's commitment to sustain the school's technology resources and telecommunications infrastructure, including system maintenance, upgrading, and technical support **following completion of the Technology Installation Grant**. Note that the district may demonstrate its commitment through allocation of district resources and/or development of partnerships with groups identified in subsection 5, "Partnerships," above.

Note that optional Form DHS00-27.3 may be used to provide the information required in this subsection. If used, this form should be considered part of the Project Narrative and counted as part of the pages for this section.

### 7. Project Management

a. Describe your project's leadership structure, person(s) or their job title(s), and their roles and responsibilities. Indicate who will be responsible for coordinating the project (including the primary project leadership contact person who will be listed on the cover page of the Project application).

b. Identify the specific individuals, person(s) or their job title(s), who will be responsible for various aspects of data collection and for using a variety of evaluation information for ongoing planning and project modification purposes.

Computer systems that are not properly maintained will fail. When this happens, teachers will be frustrated and discouraged. Sustainability of technology depends on system maintenance, upgrading, adequately trained technical support staff, and technical support for teachers. Exemplary programs provide support for extended hours beyond the regular school day.

c. Provide an estimate of the time to be allocated to data collection activities (hours per month or FTE of staff).

Note that optional Form DHS00-27.4 may be used to provide the information required in this subsection. If used, this form should be considered part of the Project Narrative and counted as part of the pages for this section.

## D. Assurances Form DHS00-22

The certification block must be signed by an authorized agent of the school district, county office of education, or charter school as appropriate. Local governing board approval of submission of the application is a locally-determined matter. Each local agency should follow its own local policies regarding applications of this nature. In some instances, the local board may need to approve the application and, in other instances, the Superintendent or other agency employee may have that authority.

## E. Budget Forms DHS00-23A, DHS00-23B, DHS00-23C

Three budget forms must be completed for the project. For a multi-site application, a combined set of budget forms is required that reflect all sites. All totals must reconcile across budget forms. For example, the total for local match resources must be the same on Budget Forms DHS00-23A and DHS00-23C. Budget forms will be available on the Web site in a spreadsheet software application.

**For multi-site applications, submit one set of budget forms that reflect all sites.**

**1. Budget Form: Object of Expenditure DHS00-23A**

Provide a line-item budget (including both one-time and recurring costs). Refer to the latest version of the California School Accounting Manual (CSAM) for the range of expenditures covered by each expenditure category or contact your Business Office. The budget form has appropriate columns to indicate the portion of each line item that will be supported by state Digital High School funds and by local match resources. Areas blocked out on this form are not allowed to be counted toward the local match requirement. These line items include certificated personnel salaries (1000-1999), classified personnel salaries (2000-2999), employee benefits (3000-3999), and indirect costs. Expenditures for planning and preparation may not be considered part of the local match.

**Work with your district's Business Office when you prepare your budget. Likewise, keep them informed by sending them a copy of the application once it is approved.**

Budgeted funds and/or local match funds must show sufficient levels of resources to provide the staffing and purchases described in the plan.

**If the budget needs to be revised after application approval, a budget revision is submitted (see Section IVC for instructions).**

**Local Match Funds.** The amount of local match funds for a specific program component does not have to equal the corresponding amount

of Digital High School funds being provided for that component. However, the total Local Match Funds provided (as indicated in the appropriate "Total Funds" space) must equal or exceed the total Digital High School funds indicated, unless a waiver is approved. (Any overmatch indicated for the Technology Installation grant does not preclude its use, if appropriate, for the annual Technology Support and Staff Training grants.) Overmatch is an indication of the degree to which leveraging of funds has occurred.

In the case of small schools that receive a minimum grant award (see Appendix B), each such school or program will be required to provide a local match of no less than **$300 per pupil**. Any small school that is not able to provide a local match at this level must submit a waiver request justifying a modification of the local match requirement. Refer to Appendix A for more information regarding the local match requirement and waiver provisions.

If the amount of local match funds is less than the amount of Digital High School funds being requested, the applicant must indicate in the appropriate box that a Specific Waiver Request form has been submitted (see Appendix A for more details). If the Specific Waiver Request is not approved, the amount of Digital High School funds to be awarded will be reduced to the amount of local match funds indicated.

**Indirect Cost Rates**. Indirect costs can only be shown for Digital High School funds and are calculated excluding capital outlay (6000-6999 category). If expenditures for indirect costs are included in the project application budget for Digital High School Funds, the maximum amount allowed shall be calculated using the local education agency's appropriate indirect cost rate, based on Forms J-380/J-580. These rates are approved annually by CDE. If indirect costs are not included in the budget, indicate "0" on the budget form.

2. **Budget Form: DHS Funds Budget Narrative DHS00-23B**

   Provide a narrative justification for the line item categories shown on Budget Form DHS00-23A for DHS funds only. Explain how DHS funds will be used in the plan. For example, for certificated salaries indicate what type of position(s) will be paid and what they will be doing in the project plan. Will they be conducting staff development training? Will they be collecting data? Will the funds be used for stipends?

3. **Budget Form: Local Match Resources DHS00-23C**

   Indicate the items and source of local match resources that support the implementation of your school's Digital High School plan. (Refer to Appendix A for information on meeting the local match requirement.) For every entry, indicate amount of funds received or the amount of funds committed, but not yet received, and the expected receipt date. If the items are donated or previously purchased, indicate the current

Indirect costs are not required but if included must be calculated excluding capital outlay and not exceed the state approved rates for each LEA. Sites should contact their Business Office to determine the proper indirect cost rate.

market value in the appropriate column. (See Appendix A for valuing donations or previously purchased items). Individual items should be combined into one entry; for example, all computers acquired from the same matching resource can be combined. The "Total Matching Resources" is the combined total of columns (c) and (d) and must equal the "Total Funds" for local match funds on Budget Form DHS00-23A.

## F. Technology Inventory Form DHS00-24

For multi-site applications, submit a separate Technology Inventory for each site. Technology Inventory forms must be consistent with budget forms and the Technology Resources Section.

Submit a technology inventory of usable equipment for instruction or instructional management. For multi-site applications, separate technology inventory forms for each site must be provided. For the chart on computers for use by teachers, other staff/administrators, and students, the "Number Currently Available" is the number at the time the application is developed **that will be included for use in the Digital High School Project Plan**. The "Number in Plan to be Acquired" refers to additional purchases of computers during the Installation phase with Installation Grant or Matching Funds. On the questions pertaining to "exclusive use by teachers," "exclusive" means for use only by teachers and not available to students. The term "multimedia computers" refers to computers capable of processing two or more types of information, such as text, audio, video, graphics and images. Typically, this is a computer with a CD ROM. Note: This is the same inventory that will be updated for the state level data collection and progress reporting. Technology Inventory forms must be consistent with budget forms and the Technology Resources Section.

## G. Project Implementation Timeline Form DHS00-25

Complete the Project Implementation Timeline either after you write the project plan or as you write it. This form must be consistent with the project plan.

Provide your project implementation timeline, indicating for each activity the start date, the completion date, the target audience (such as students, staff, parents), the person responsible for the activity, and the section number(s) of the project narrative (Strategic Goals, Objectives, and Benchmarks; Program for Students; Program for Staff; Local Evaluation and Program Monitoring; Technology Resources; Partnerships; Sustainability; or Project Management) to which each activity relates. The project timeline must include three years of activities. In addition, the project timeline must denote the activities that will be completed with Technology Installation (TI) Grant funding and those that will be completed with funding from the Technology Support and Staff Training (TSST) grant. Activities must include the benchmarks of progress toward achieving student and staff objectives identified in the Goals, Objectives, and Benchmarks section. Start dates and completion dates must be specific by month and year and cannot indicate "ongoing."

The project timeline will be a tool for the school to monitor its own progress toward accomplishing specific activities and making progress toward meeting goals and objectives. As such, the information contained in the timeline must be consistent with benchmarks in the Goals, Objectives and Benchmarks section, as well as the Project Plan section of the project narrative (i.e., the "Program for Students" section and the "Program for Staff" section). If an application is for more than one site

(i.e., a comprehensive high school and a continuation school), the Project Implementation Timeline Form DHS00-25 must include information about all sites.

## H. Local Governing Board Certification Form DHS00-26

Provide a certification of the local governing board that a majority of the certificated staff of the high school(s) indicate their support for participation in the program. This certification must be signed by the local governing board president. For applications for more than one site, a majority of staff at *all* affected sites must support participation and the certification must indicate the names of the multiple sites. For State Special Schools, the Governing Board Certification may be signed by the designated official central authority.

## I. Minutes of the Local Governing Board

Board certification of staff support AND minutes indicating the action taken are required.

Provide a copy of the minutes of the local governing board in which the board took action certifying that a majority of certificated staff at the school(s) support participation in the program. The minutes of the action of the board must specifically state that staff at the school(s) support participation in the program. If final board-approved minutes are not available when the application is submitted, an excerpted copy of the draft minutes certified by an official of the district or county office of education is acceptable. The minutes must clearly indicate the action taken and site(s) affected. Either a copy of the minutes or the certified excerpt must be included with the application.

### *Section IV: Instructions for Completing the Final Expenditure Report and the Certification of Completion of the Technology Installation Grant*

Each Local Education Agency (LEA) awarded a Technology Installation Grant must certify completion of the grant and report final expenditures. End of Grant Expenditure Report/Certification of Completion, Form DHS-30, is provided for this purpose. For sites selected in 2000-2001, the form must be submitted no later than April 1, 2003, the final return date. Note: While these are final return dates, waiting until the final date will mean forfeiting one year of the TSST funds. (See Section V.)

Earlier completion of the project and submission of the form will result in an earlier final payment. All services must be rendered and goods must be received when the final expenditure report is submitted. In the case of the LEA not submitting DHS-30 until the "Final Return Date," the form may include both expenditures and obligations for goods that will be received or services that will be rendered by the "Program End Date." LEAs who report unexpended balances will be invoiced for those funds and those **LEAs that do not submit the form by the "Final Return Date" will be invoiced for the entire grant award amount**. Upon receipt of Form DHS-30, CDE will release the final 10 percent of the DHS Technology Installation Grant funding (see Final Payment Schedule).

## A. Final Payment Schedule

1. **Final Payment Schedule for 2000-2001 Selected Sites with Program End Date of June 30, 2003**

| Form DHS-30 submitted by: | Final 10% payment made in: | TSST Grant begins in FY: |
|---|---|---|
| Feb. 1, 2002 | March 2002 | 2002-03 |
| Apr. 1, 2002 | June 2002 | 2002-03 |
| Aug. 1, 2002 | October 2002 | 2002-03 |
| Feb. 1, 2003 | March 2003 | 2002-03 |
| Apr. 1, 2003* | June 2003 | 2003-04 |

   *Final Return Date

If a site cannot certify completion of installation grant by February 1 of the initial year of TSST eligibility, the site will forfeit one year of TSST funds.

## B.  Audit Requirement

The State Controller's Office (SCO) has included audit steps for the DHS program in the 1999-2000 audit guide. For the fiscal year ending June 30, 2000, the CPA firm conducting your annual audit will be examining the documentation for any DHS funds received in your district or county as well as the required local match funds. **These audit steps will apply to DHS program funds received in future years.**

Although the annual audit occurs after the close of the fiscal year, it is important for you to be aware of the audit requirements and plan now to be in compliance by ensuring that:

- The dollar amount received in your signed DHS grant award letter can be traced and reconciled in your accounting system.

- The local match funds corresponding to Budget Form – DHS00-23A and Technology Support and Staff Training Grant Certification Form - DHS-40 can be traced through your accounting records to the appropriate supporting documentation.

For your convenience, the specific DHS audit steps excerpt from the 1999-2000 SCO Audit Guide are available on the CDE DHS Web site at <http://www.cde.ca.gov/digitalhigh/audit.htm>

## C.  Budget Revisions

Some actual costs incurred may be higher and some lower than budgeted for the grant.  In the event that a change in any object of expenditure category exceeds 10 percent of the amount shown for that category in the column for Digital High School funds expended, a budget revision is required.  The budget revision must include a copy of revised Form DHS00-23A (Object of Expenditure) and a one-page narrative describing the change.  The narrative should include the impact of the decreasing and increasing line items on the project application.  A blank Form DHS00-23A is available on the Digital High School Program Web site at: <http://www.cde.ca.gov/digitalhigh/>

Form DHS-30 and budget revisions (if necessary) should be mailed to:

California Department of Education
Education Technology Office
Digital High School Program
515 L Street, Suite 250
Sacramento, CA 95814

Form DHS-30 is also available on the Digital High School Web site: <http://www.cde.ca.gov/digitalhigh/>

## Section V: Information about the Technology Support and Staff Training Grants

### A. Grant Description

The Technology Support and Staff Training (TSST) grant builds upon the Technology Installation grant and is provided to continue with the overall Digital High School Program objectives.

TSST grant funding is available to schools that received Technology Installation grants under the DHS program. It is ongoing, annual funding, up to $45 per pupil, to be matched locally and contingent upon an appropriation in the annual Budget Act or in another measure. TSST funding is for technology maintenance and upgrades, pupil and faculty support, and ongoing staff training. When funds are allocated for staff training purposes, staff training must include, but is not limited to, training in all three of the following areas:

(a) use of computers, networks, software, and other equipment that are part of the installation project and subsequent upgrades and modifications;
(b) integration of technology into the curriculum; and
(c) methods to instruct pupils in the use of computers, networks, software, and other equipment.

The proportion of funding used for these three areas will depend on the needs of staff and the goals and objectives.

In order to be eligible to receive TSST grants, a high school must certify completion of the Technology Installation grant (initial start-up funding), and provide local match funding not less than the amount of the grant, except when the match requirement has been modified or waived. If the Budget Act appropriation is insufficient to provide full funding, the appropriation to each school will be proportionately reduced. Schools are eligible to receive their TSST grant funds commencing in the second fiscal year following the year in which a high school was selected for a Technology Installation

grant and upon completion of the installation project. The TSST funding amount for each high school is based on the October enrollment (CBEDS) of the fiscal year for which the funding is provided. However, no school shall receive more total funding than is matched locally (unless the match requirement is waived or modified).

### B. Process For Receiving Funds

Upon completion of the DHS Technology Installation grant, each Local Educational Agency (LEA) must submit a Final Expenditure Report and Certification of Installation Grant Completion, Form DHS-30. This form must be completed, signed by the Superintendent or authorized agent and submitted to the California Department of Education before TSST funds can be allocated. Once the California Department of Education's Education Technology Office receives the Form DHS-30, a TSST Certification, Form DHS-40, will be mailed to the district office or county office in the case of county-operated programs, notifying the local educational agency (LEA) of the estimated apportionment amount for each eligible high school. The LEA will complete the signature block at the bottom of the TSST Certification form certifying that local match requirements will be met and return it to the California Department of Education, Education Technology Office, by certain due dates described in "C" below. Upon receipt of a signed TSST Certification form, the California Department of Education will release funding to the LEA according to the schedule listed in the due dates in "C" below.

### C. Due Dates

Some schools will complete their Technology Installation grants earlier than other schools; therefore, two completion due dates have been established for the initial year of a TSST grant after a school completes their Technology Installation grant. In succeeding years, there will only be one due date of October 1. The following biannual due date/payment schedule will be used:

**BIANNUAL DUE DATE/PAYMENT SCHEDULE**

**FOR SCHOOLS SELECTED IN 2000/2001**

| Date | Action |
|------|--------|
| 10/1/02 | 1st TSST Certification due date |
| 10/6/02 | New CBEDS census taken |
| 11/30/02 | Estimated payment (80%) received based on previous year's October verified CBEDS figures. Schools submitting the TSST certification by the October 1 TSST due date would fit into this payment schedule. |
| 4/1/2003 | 2nd TSST Certification due date. Verified CBEDS data available. |
| 6/1/2003 | 100% payment received for schools submitting TSST certification by April 1; 20% adjusted payment received for schools that received earlier estimated payment. |

## D. Match Requirements

1. The local match for the TSST grant may include costs incurred by the school district or the county office of education for the high school during the year of the TSST grant for education technology purposes. These resources must be used to maintain and upgrade systems, to support pupil and faculty users, and to provide ongoing staff training. They may include the salary of a technology coordinator and previously purchased or donated hardware, software, or infrastructure costs, valued at current market value and with a five-year useful life.

2. Allowable "over match" for the Technology Installation grant that was not used toward meeting the installation grant minimum match requirement can be used for local match of the TSST grant if it meets the above match requirements.

3. Waivers:

   a. The same provisions for waiver criteria as outlined in Appendix A also apply to the TSST grant. A Specific Waiver Request (SW-1) form must be provided to the California Department of Education only if a waiver of the local match requirement is being requested. Complete instructions, forms and waiver calendar are available at the following Web site:

      http://www.cde.ca.gov/waiver/

   b. For those sites requesting a waiver of the local match requirement, a copy of the waiver approved by the State Board of Education must accompany your TSST Grant Certification, Form DHS-40, before any payments will be made to the LEA.

## E. Frequently Asked Questions

**2.1 TSST Funding Requirements**
*What requirements must be met to begin receiving TSST grant funding?*

*Answer:* Two requirements must be met in order to be eligible for the funding: 1) the Technology Installation grant must be completed, and 2) there must be local match not less than the TSST grant amount, except when the match requirement has been modified or waived.

**2.2 Applying for TSST and Certifying Installation Completion**
*What is the procedure for certifying completion of the Technology Installation grant and applying for the initial TSST grant?*

*Answer:* Form DHS-30, the End of Grant Expenditure Report/Certification of Completion, must be completed and submitted to CDE no later than February 1 of the TSST eligible fiscal year. The mechanism for applying for TSST grant funds will be a TSST Grant Certification, Form DHS-40, that will be generated at certain intervals in the year depending on the receipt date of the Installation Completion Form DHS-30. After receipt of the Form DHS-30, the CDE will mail out the TSST

Certification form and it must be signed by the Superintendent or authorized agent and returned to the CDE by either October 1 or April 1 of the TSST eligible fiscal year. Funds will then be allocated to the local educational agency.

### 2.3 Delays in Completion of the Installation Project

*What if a site cannot certify completion of its Technology Installation grant by February 1 of its first year of eligibility for TSST funds?*

*Answer:* If a site cannot certify completion by February 1 of the initial year of TSST eligibility, the site will forfeit one year of TSST funds and target the next year to complete the Technology Installation grant and begin receiving TSST funds.

### 2.4 Carryover of TSST Grant Funds

*Do schools have to spend each year's TSST funds within a certain amount of time?*

*Answer:* No. The intent of the annual TSST grant funds is that each school encumber and expend the funds to the extent possible, during the fiscal year in which the grant was awarded since it is an annual grant. However, the law does not preclude carryover of these funds as long as it is in accordance with state and local accounting procedures.

### 2.5 Use of TSST Grant Funds

*What can the Digital High School TSST grant funds be used for?*

*Answer:* TSST Grant funds and matching resources must be used for the high school to maintain and upgrade systems, to support pupil and faculty, and to provide ongoing staff training for education technology purposes.

### 2.6 Use of TSST Grant Funds and Matching Resources Within the Program Limits

*If TSST funds and matching resources are to be spent for the high school to maintain and upgrade systems, to support pupil and faculty, and to provide ongoing staff training, does a site have to*

*allocate a certain amount to each of these three areas annually?*

*Answer:* No. TSST funds can be spent on any combination of the three areas. However, it is the intent of the legislation to include staff training annually.

### 2.7 Staff Training

*What must staff training include?*

*Answer:* Staff training funded pursuant to Section 52262 must include, but is not limited to, training in all three of the following:

(a) use of computers, networks, software, and other equipment that are part of the installation project and subsequent upgrades and modifications;

(b) integration of technology into the curriculum; and

(c) methods to instruct pupils in the use of computers, networks, software, and other equipment.

The proportion of funding for these three areas will depend on the needs of staff and the specific goals and objectives.

### 2.8 Local Match Resources

*What can the local match include?*

*Answer:* The local match required for the TSST grant may include costs for the high school site incurred by the school district or the county office of education to maintain and upgrade systems, to support pupil and faculty users, and to provide ongoing staff training. These resources may include the salary of a technology coordinator (EC §52253 (d)). They may also include previously purchased or donated hardware, software, or infrastructure costs, valued at current market value and with a five-year useful life. Also, allowable "over match" for the Technology Installation grant that was not used toward meeting the installation grant minimum match requirement, can be used for local match of the TSST grant if it meets the above match requirements.

## 2.9 DHS Funds for Local Match

*Can items or services purchased with DHS Program funds be included in the local match?*

*Answer:* No. The TSST match requirement may include costs incurred by the site, school district, or the county office of education for the purposes stated in FAQ 2.6 above from any source except funds provided pursuant to this legislation. This includes Technology Installation grant funds and TSST funds.

## 2.10 Waiver Criteria

*What are the waiver criteria for TSST?*

*Answer:* The same provisions for waiver criteria as outlined in Appendix A also apply to the TSST grant. If a digital high school will be requesting a waiver for TSST match requirements, the waiver must be approved by the California State Board of Education before schools can submit their TSST Grant Certification form. A copy of the approved waiver must accompany the TSST Certification, Form DHS-40, when applying for TSST funding. Complete waiver instructions, forms, and waiver calendar are available at the following Web site:
http://www.cde.ca.gov/waiver/

## 2.11 Funding for Multi-Site Applications

*If a Technology Installation grant application was funded as a multi-site application, will TSST funds be allocated to each site or as a combined award?*

*Answer:* TSST grant funds are awarded to each high school site based on the site enrollment regardless of how the sites were combined for Technology Installation grant purposes.

## 2.12 Wiring New Classrooms

*Do TSST funds have to be used to wire new classrooms that are added to an already funded DHS site?*

*Answer:* No. Although it is an option to use TSST funds to offset infrastructure costs for new

classrooms added to a school, it is not mandatory. Priority use of the TSST funds is a local decision as long as the funds are used for DHS program objectives and follow TSST guidelines.

## 2.13 Purchase of New Equipment

*Can TSST funds be used to purchase new hardware or software?*

*Answer:* Yes. TSST funds can be used to fund new equipment or products.

## 2.14 Participation in the DHS Program for New Schools

*Can new schools that are planned or currently being built receive TSST funding?*

*Answer:* Some. The intent of the Legislature through the Digital High School Program is that all high schools will become "digital high schools" by the end of the first year of the $21^{st}$ century. It is also the intent of the Legislature that each high school that receives a technology installation grant also receives an annual TSST grant commencing the second fiscal year following the year in which it receives the Technology Installation grant. Therefore, under current law, only those schools that can certify their eligibility to participate in the Digital High School Program by October 4, 2000 will be eligible to participate. Currently, there is no provision in the law for schools opening after the 2000/2001 fiscal year to participate in the program.

## 2.15 Yearly Certification

*Does a site need to apply every year for TSST funding?*

*Answer:* Yes. Schools will need to certify each year that they have met the local match requirement. Subsequent years will have one TSST Certification due date of October 1.

**Appendix A:**

# The Local Match Requirement and Waiver Provisions

## A. Legislative Provisions

In order to receive a Technology Installation Grant, the school district or county office of education of a high school participating in the program shall provide a local match that is not less than the amount of the grant (EC § 52253).

If a school cannot meet this local match requirement, it may choose to apply for a grant that is less than the maximum amount authorized or request a waiver of the local match requirement as noted in the legislation: "No school shall receive more total funding than is matched locally, except when the local match requirement has been modified or waived pursuant to Section 52254" (EC § 52260 (a)).

## B. Technology Installation Grant Local Match Provisions

The local match requirement for any Technology Installation Grant may be met as follows (also see frequently asked questions about the local match at the end of this appendix):

- The requirement may include any technology infrastructure, telecommunications, hardware, or software for the school site that has been or will be purchased by the school district or county office of education **from any source except funds provided pursuant to this legislation**, including the cost of finance charges. Any such equipment that has been donated to the school district or county office of education may also be included. Telecommunications equipment must be for the specific purpose of accommodating educational technology. Donations shall be valued at current market value, and donated or purchased resources must have an expected useful life in the technology plan of at least five years (EC§52253 (b)(1) and (2)).

- Consultant fees and other contract personnel expenses may be included as a part of the local match as long as these expenses are incurred to implement plans for staff training and curriculum development during the installation phase (EC§52253(c)).

- Salaries of teachers, administrators, and classified employees employed at the school CANNOT be counted as part of the local match (EC§52253(c)). In addition, benefits of employees and indirect costs CANNOT be counted as part of the local match.

- E-Rate and other telecommunications subsidies, either through discounts or rebates, which allow schools to reduce the cost of telecommunications infrastructure and services, can be included as meeting part of the local match requirement, to the extent these goods and services meet the requirements for local match described above. Schools should have a contingency plan if E-Rate subsidies do not materialize.

- The timeframe for including local match resources for the Technology Installation grant is either prior to or during the Technology Installation grant period. Once the TSST grant begins, the match resources will be counted toward that grant.

## C. Methodologies for Valuing Donated and Previously Purchased Goods

Local educational agencies are required to determine the current market value of the technology infrastructure, telecommunications, hardware, or software donated to the school in order for them to be counted toward the local match. In addition, local agencies will be required to determine the current market value of items purchased by the local educational agency prior to

the Technology Installation Grant period in order for them to be counted toward the local match.

The following suggested methods for valuing goods and services at current market value will be accepted by auditors when the Digital High School program is audited. This does not preclude a local educational agency from using other methods, recognizing that other methods may or may not withstand an audit of this program.

## 1. Purchases Within Two Years

The Taxpayer Relief Act of 1997, Section 224, Contributions of Computer Technology and Equipment for Elementary or Secondary School Purposes, amended the Internal Revenue Code to allow the value of a contribution of computer technology and equipment to schools by a corporation to be the original purchase price if the contribution was within two years of its acquisition. "Computer technology" or "equipment" means computer software, computer or peripheral equipment, and fiber optic cable related to computer use. Consistent with this method of valuation, donations or purchases made subsequent to December 31, 1998 for schools selected in 2000-01, having a useful life of at least five years made to or by the local educational agency may also be valued at the original purchase price or the price used by the donor in accordance with Section 224 of the Taxpayer Relief Act of 1997 for purposes of meeting the local match requirement for Digital High School.

## 2. Standard Method of Depreciation

The Internal Revenue Service's Modified Accelerated Cost Recovery System (MACRS) is an example of an acceptable methodology for depreciating technology donations and prior purchases having a useful life of at least five years in the project plan to arrive at a current value for purposes of the local match requirement.

## 3. Equipment Blue Book

The Orion Research Corporation's annual publications, *Computer Blue Book, Video Blue Book,* and *Camera Blue Book,* can be used to determine the current market value of most

technology hardware with a useful life of at least five years in the project plan. These reference books are updated annually, available on diskette from the producer, and available at most public libraries. The "retail used" value column can be considered the current market value for purposes of valuing donations and prior purchases. Orion's Web site is:

**<http://www.bluebook.com>**

Their phone number is (800) 844-0759.

## 4. Software

Software and courseware can be included as allowable match. As long as the software and courseware all fits with what a site plans to do, it is acceptable to include these items in the local match. There are a large number of used software resellers that advertise on the Internet. Searching under "used software" yields a lengthy list. Three estimates of cost from various resellers can be used in determining the current market value of donated or previously purchased software.

## 5. Network Hardware

This information is provided for valuing donations. For designing networks, a network engineer should plan a school's network with the specific school's needs in mind. SNMP (Simple Network Management Protocol) monitorable equipment is recommended in order to find or track network problems. The following can be used to determine the current market value of donations of network hardware that are SNMP monitorable:

a. Routers that are SNMP capable: Small routers capable of handling two phone lines will run between $3,000 and $5,000 depending on the type of software. Medium-sized routers capable of handling three or four lines will cost between $5,000 and $15,000. Large routers can handle many phone lines and many Ethernet subnets and will cost $15,000-$30,000.

b. Hubs or Ethernet switches (Ethernet switches are preferable): Small-sized hubs handle eight users and cost from $700 to $1200. Medium-sized hubs handle 12 to 16 users (on one stackable hub) and cost from $1,000 to $2,000,

or stacking, multiples of 12 or 16 users from $1,000 to $1,500. Large hubs (frame-type, with add-in cards for users) can handle more than 48 users and cost from $2,000 to $8,000 or more. (Hub technology cannot match the switching speeds of switch technology and is not recommended for future purchases.)

c.  Servers: The cost of a server is determined by the value of its components: central processing unit (CPU), memory, hard drive, and software. See above sections for determining the value of hardware and software.

## 6.  Installed Telecommunications Wiring

Installed wiring for telecommunications can be valued at current market based on a contractor's bid or by using the following installed wiring cost:

a.  Average cost to pull a single cable and terminate each end:
> 0-200 feet      $150 per cable
> 201-300 feet   $220 per cable

b.  If the cabling requires conduit or cable raceway, add $2.50 per foot to the above cost.

c.  If the wiring requires trenching between buildings, add $15 per foot of necessary trenching to the cost derived from (1) and (2).

## D.   Small Schools Match Requirement

In the case of small schools that receive a minimum grant award (see Appendix B), there will be a general modification of the local match requirement. To qualify for the minimum grant for which the school is eligible, each such school or program will be required to provide a local match of no less than **$300 per pupil**. Any small school that is unable to provide a local match at this level must submit a waiver request justifying a modification of the local match requirement.

## 1.   Provisions for Waiver Criteria

As noted above, the Digital High School Program is based on the assumption that local education agencies will provide local match resources that will complement state funds and that both funding sources are needed in order to implement a comprehensive education technology program that achieves the program's three primary objectives.

The legislation specifies that local match resources should be provided at a level at least equal to the state grant amount.

The legislation authorizes participating schools to include a wide variety of sources of funding and donations, including expenditures made prior to and during the Technology Installation Grant period, which can qualify to meet the local match requirement. The State Board expects every participating school to have expended at least some local match funds and therefore will not normally consider a waiver request to completely eliminate the local match requirement.

However, the legislation acknowledges the possibility of special circumstances that could limit the ability of the district and school to match the full amount of state funding for which the school might otherwise be entitled. Therefore, the legislation gives the California State Board of Education authority to establish criteria and procedures for schools to use to request a waiver or modification of the local match requirement (EC § 52254 (a)(2) and 52261).

The following criteria will be used to determine if a waiver request should be recommended for approval by the California State Board of Education:

a.  The school district or county office of education is listed on the Department's financial watch list, indicating it may not be able to meet its financial obligations.

b.  The school district or county office of education has a state loan related to financial insolvency to repay.

c.  The school district or county office of education has an approved hardship waiver from the State Allocation Board.

d.  The school district or county office of education has incurred significant financial or property losses due to natural disasters or other circumstances beyond the control of the district or county office.

d.  Other local financial conditions may justify a request for waiver:

The California State Board of Education recognizes that financial situations, community conditions, and differences in the size of local education agencies and high schools (including continuation high schools, juvenile court schools, and alternative programs) are extremely diverse. Each local education agency and school will have to assess its own conditions and identify any unique factors that would justify a waiver or modification of the local match requirement.

## 2. Provision for Waivers: Submission Procedures

After a participating school has undertaken a comprehensive assessment of its local match resources and determined that it meets one or more of the above criteria, the school's governing board may submit a waiver request for approval by the California State Board of Education. Requests for waivers are submitted separate from the application as soon as the local determination is made. The waiver request can precede submission of the application to enable the school to complete the project application at the appropriate funding level. All requests for waivers shall be submitted using the Specific Waiver Request form (Form SW-1). This form is included in Appendix I. If these standard forms are revised all county offices of education and school districts are notified.

## 3. Instructions for Completing Waiver Form

**Specific Waiver Request (SW-1) form (2/98 version).** Submit only if a waiver of the local match requirement is being requested. This is a California State Board of Education standard form used by many educational programs. Complete instructions, forms, and waiver calendar were mailed to all county and district superintendents in February 1998 and are available at the following Web site: <http://www.cde.ca.gov/waiver>

General instructions are included in Appendix I, Specific instructions for completing the waiver form, pertinent to the Digital High School Program, are noted below:

Part I: Legal Criteria

1. Indicate that the **specific** authority for this waiver is EC § 52254(a)(2) 52261.

2. The section to be waived is 52253(a).

3. "Position of the bargaining unit" does not apply to this legislation.

Part II: Rationale and Desired Outcome

1. Section to be waived: 52253(a).
   The pertinent sentence shall be typed as follows: "In order to receive a grant, the school district or county office of education shall provide a local match that is not less than the amount of the grant."

2. Include the following sentence:
   "In order to receive a Digital High School Technology Installation grant, the school district or county office of education must provide a local match that is not less than the amount of the grant of state funds."

3. The following information should be included in this section:

   a. the amount of required local match (for large schools, record the amount of state funds to which the school is entitled -- for small schools, the required match is $300 per student);

   b. the amount of qualifying local match funds, including sources of funding, which have been documented;

   c. the shortfall of local match funds (3a minus 3b); and

   e. an explanation of the circumstances that have prevented the local education agency and participating school from providing local match funds equal to the state funds for which the school is eligible.

## E. Frequently Asked Questions

### 1.1 Excess Local Match
Can the amount of local match exceed the amount of Digital High School funds allocated?

*Answer:* Yes. Any local match directly attributable to the project plan and within the guidelines of this appendix should be included on the application to show the extent to which the DHS funds have leveraged other resources for enabling the school to become a digital high school. Any "over match" for the Technology Installation Grant can be used for local match of the Technology Support and Staff Training Grant in subsequent years as appropriate.

### 1.2 Local Bond
Can local bond funds earmarked for a multi-year modernization project be used as local match funds? If so, how many years can be applied to the local match?

*Answer:* Yes. Local bond funds may be used as local matching funds if the bond's restrictions allow for DHS uses and the bond funds are targeted for appropriate purposes at the school site. Equipment and services purchased with these bond funds prior to the Installation Grant period must be current market value and have an expected useful life in the technology plan of at least five years. Bond funds available after the Installation Grant period may be applied to later grants.

### 1.3 Salaries and Benefits
Can salaries and benefits of district employees be counted in the local match for the Installation Grant?

*Answer:* No. While you may choose to allocate such resources to assist in implementation of the program, it is not allowable to include their value in meeting the local match requirement.

### 1.4 Salary of Technology Coordinator
Can the local match for the Installation Grant be used for the salary of a technology coordinator?

*Answer:* No. The law precludes the hiring of a technology coordinator to be included in the local

match for the Installation Grant. For the subsequent Technology Support and Staff Training Grant local match requirement, schools will be allowed to include the salary of a technology coordinator.

### 1.5 Substitute Teacher Costs
Can the cost of paying substitutes for teachers attending staff training count as local match for the Installation Grant?

*Answer:* No. Substitute costs are classified as salary and benefits and consequently could not be counted as matching funds.

### 1.6 Stipends
Can stipends for extra duty be used as matching funds?

*Answer:* No. Stipends for extra duty are classified as salary and benefits and consequently could not be counted as matching funds.

### 1.7 Match Limits
Is there a limitation on the percentage of the local match that can be met through donations?

*Answer:* No. The local match can be met through purchases, donations, or any combination of the two.

### 1.8 Off Site Equipment
Can the mainframe, routers, hubs, and servers that are located at the district office or another location and support the project site's Internet, network connections, and curriculum activities be included in the match?

*Answer:* Generally no. The law establishing DHS specifically states that the resource owned by the school district before development of the project application must be part of the project application and "*installed in the high school before or during the installation phase.*" However, if the resource is acquired as a donation or purchased by the school district or county office of education with other funds during the installation phase to implement the plans developed for the Digital High School, including hardware, software, and infrastructure, the resource located at another site may be included in the local match. The value of purchased resources

may include finance charges. The donated resources must be valued at current market value and have an expected useful life of at least five years in the technology plan. Remember, the value of the resource can only be counted once in the local match regardless of the number of current or future Installation Grants that are issued to the school district or county office of education.

## 1.9     Small District On-Site Requirements
Does the on-site equipment requirement hold true for high schools in very small districts where, for example, there is one high school and one continuation school in the district but the district office is at a separate site?

*Answer*: Yes. The key issue here is "installed at the school site." Even though the off-site equipment provides curriculum/Internet capabilities for the individual high school, it is not on-site and therefore not acceptable for local matching fund inclusion. The size of the district is not a factor.

## 1.10     Wiring Installation
Can the contract to install wiring for telecommunications at the school be included in the local match?

*Answer*: Yes. The local match can be met by providing educational technology infrastructure, hardware, and software. General electrical wiring and other infrastructure wiring not identified in the DHS plan as a component of the educational technology infrastructure may not be included in the match.

## 1.11     Consultant Fees
Can any consultant fees or other contract personnel expenses for staff training and curriculum development be included in the local match for the Installation Grant?
*Answer:* Yes, provided they are incurred during the installation phase and for the purpose of implementing plans for staff training and curriculum development during the installation phase. These expenses cannot include the salaries of teachers, administrative, and classified personnel employed at the school.

## 1.12     Training Costs
Can training fees, such as registration costs, be included in the local match?

*Answer:* Yes. Registration costs for staff training activities during the Installation Grant period can be included in the local match.

## 1.13     Subscription Service
Can a subscription service for periodical indexes, such as EBSCO, be counted in the local match? If so, how many years back can be included?

*Answer:* Yes. Subscription services for instructional purposes, whether they are on CD-ROMs or on-line, can be included as match. They must be purchased or donated during the installation phase in order to be counted in the local match for the Installation Grant. Prior year subscriptions cannot be counted.

## 1.14     Instructional Program
Can a technology-based science instructional program purchased this year be counted in the local match?

*Answer:* Yes. Any instructional program that is technology-based (software, CD-ROM, etc.) and is part of the project plan can be included in the local match.

## 1.15     Telephone System Upgrade
If the school upgraded their phone system to provide voicemail for parents and a homework hotline, can these costs be counted in the local match?

*Answer*: No, if the phone system is solely for voicemail and a homework hotline and is not also for the purposes of accommodating educational technology infrastructure, hardware, or software, then it cannot be included. If the phone system also provides telecommunications via networks or the Internet as identified in the DHS technology plan, then the infrastructure can be included in the local match, but costs that are separable and pertain only to the voicemail and hotline must be excluded.

### 1.16 Phone System

Can the cost of a school's phone system be included in the match?

*Answer:* Yes, the infrastructure component can be included as long as it is used for the purposes of accommodating educational technology, hardware, or software and is identified in the DHS technology plan for that purpose. Costs that are separable and pertain only to typical phone communication (such as telephones) cannot be included.

### 1.17 E-rate Acquired Goods

Can the full value of E-rate acquired goods and services be applied as DHS matching funds or only the amount expended by that site?

*Answer:* E-Rate and other telecommunication subsidies may be used as local matching funds to the degree that the goods or services meet the definitions and guidance provided for local matching funds under the Digital High School Program. Consequently, whether through discounts or rebates, these subsidies and the amount expended for that high school may be used as matching funds.

### 1.18 E-rate discounts

Can E-rate discounts be proposed as matching funds before bid contracts are confirmed?

*Answer:* Yes. Submit the application with the anticipated bid amount. If it is not approved at that level, another source of match funding will need to be identified or less will need to be expended down to the level at which the grant does not exceed the local match.

### 1.19 ROP Funds

If there is a regional occupational program (ROP) on a campus but run by another organization, can the funds spent by the ROP to outfit the lab on that campus be counted as matching funds?

*Answer:* Yes, if the funds benefit students concurrently enrolled at the high school and the ROP funds are not DHS funds. The same restrictions apply: the funds were used for technology hardware, software, infrastructure; purchased items must have a

five-year life in the technology plan for the school; and the items are valued at current market value.

### 1.20 Site Discretionary Funds

If a school site did not receive or even "returned" site discretionary funds to the district for the purpose of contributing towards the installation of district infrastructure prior to this Installation Grant, can the funds be counted as matching funds?

*Answer:* No. Only funds used for technology infrastructure installed at the specific school site prior to the Installation Grant may be applied towards the match. Funding for technology infrastructure installed off site (i.e., district office, other school sites, county office) may not be counted even if the school site derives benefits from these other facilities unless the resource is acquired as a donation or purchased with the district funds during the installation phase to implement the Digital High School Project Plan (see question 1.8 above for more information).

### 1.21 Special Vendor Arrangements

If a school were to negotiate with a vendor that instead of taking a discount normally offered that school on the purchase price of hardware, software, or labor, the purchase was made at full value (no discount) with an additional donation of goods and services by that vendor equal to the value of the discount, could the total value of the non-discounted purchase plus the donated value count towards the match? Would this pass audit?

*Answer*: The total cost to the school and the value of donated goods or services may be counted towards the match. Whether or not this would pass audit depends on the applicable state and local purchasing requirements (including lowest bid where appropriate). By not taking the normal discount, you may be violating local purchasing requirements for that specific piece of equipment or service.

### 1.22 SB1510 (School Based Grant) Consultants and Staff

Can SB1510 (School Based Grant) funds be included in the local match funds?

*Answer:* Yes, provided that the SB1510 funds are for: (1) technology infrastructure; or (2) consultant

costs incurred during the installation phase for the purpose of implementing plans for staff training and curriculum development during the installation phase. Funds identified in the SB1510 "proposed program budget" for salaries and benefits may not be included as matching funds as well as any other expenditures excluded by the DHS program.

### 1.23 Software Value
Can software be valued at full price if bought in the last two years?

*Answer:* Yes. The Taxpayer Relief Act of 1997 allows the value of computer technology (including software) contributed to schools by corporations within the last two years to be valued at the original purchase price. Consistent with this act, donations or purchases of software made within the last two years and having a useful life of at least five years may be valued at full price.

### 1.24 Indirect Costs
Can indirect costs be counted as matching funds?

*Answer:* No. Indirect costs are specifically excluded from being counted in the local match.

### 1.25 Wiring and Labor Value
Can telecommunications wiring and the labor required for installation be counted towards the match at full value?

*Answer:* Yes. Funds expended for infrastructure wiring (including the labor) may be included in the match provided they are included in the DHS technology plan and installation occurs during the installation grant period. For wiring and labor occurring prior to the grant year, this appendix above provides two methodologies for determining the value of "installed wiring" (which include labor) for purposes of the DHS grant: current value based on a contractor's bid or a value based on the included table for installed wiring costs.

### 1.26 Volunteer Time
Can volunteer time be counted in the local match?

*Answer:* Generally, no. To the extent, however, that volunteers are used to wire classrooms, the value of work can be determined by either obtaining valid

estimates or by using the methodologies cited earlier in this appendix.

### 1.27 Teacher Volunteer Time
Can the value of teacher volunteer time to lead staff development after hours be counted as matching funds?

*Answer:* Generally, no. Site personnel salary and benefits may not be included as matching funds. However, teacher volunteer time to lead staff development after hours can be counted as matching funds if the teacher would not have otherwise been expected to attend, the teacher receives no compensation for this activity (e.g., release time, staff development attendance, etc.), the school/district incurs no costs (e.g., salary, substitute, benefit, or liability costs), and current market value of the service can be determined.

### 1.28 Donated labor
If a company wants to donate the time of their technical staff to help with the installation of wiring or hardware, can the school count the value of their donation?

*Answer*: Yes. Donated labor used for the installation of wiring or hardware may be counted towards the local match requirement. The value of that match is based on either obtaining valid estimates or by using the methodologies cited above in this appendix.

### 1.29 Number of Prior Years for Match
Is there a limit to the number of years prior to the grant that can be used for the match?

*Answer:* No, as long as the resource has an expected useful life of five years within the DHS technology plan. The current market value of the resource may be applied towards the match.

### 1.30 Local Match Documentation
What documentation is required for the local match?

*Answer:* The Installation Grant application asks for the following: (1) the amounts for the local match included appropriately on Budget Forms DHS00-23A, and DHS00-23C; (2) a narrative description on Budget Form DHS00-23B explaining line items included in Budget Form DHS00-23A;

and (3) a summary on Budget Form DHS00-23C of how the match will be met, which includes a list of the amount and source of local match resources and whether these resources have already been received or are committed and projected receipt date. Documentation the CDE recommends you retain in the district would include the typical documentation that would pass an audit. For instance, if you are assigning current market value, document how you arrived at that valuation: bids, depreciation, etc.

### 1.31 Purchases within the Past Two Years
Can hardware/software purchased within the past two years be counted towards the match at full purchase value while items beyond two years must be valued at current market value?

*Answer*: Yes. Items purchased within the past two years may be counted towards the match at full value. Items purchased prior to that period, and there is no time limit, must be valued at current market value using the equipment blue book, depreciated schedules, or another method that the local agency believes will be sustainable in an audit. Remember the specific item must have an expected five-year useful life within the DHS project plan.

### 1.32 Leroy Greene Lease-Purchase Bond Funds as Matching Funds
Can Leroy Greene Lease-Purchase bond funds be used as matching funds?

*Answer*: Yes. Leroy Greene Lease-Purchase state bond funds may be used as local matching funds provided these funds are targeted for DHS purposes at the school site. That portion of the bond funds used for DHS purposes may be included in the match.

### 1.33 Tax and Shipping for Past Purchases
Can tax and shipping for past purchases be included in meeting the local match?

*Answer:* No. For previously donated or purchased resources for which a current value of that resource is to be determined, tax and shipping costs may not be included in meeting the local match. For resources purchased within the last two years for which the original purchase price is used in meeting the local match, tax and shipping may be included. For further

detail, see the California School Accounting Manual for expenditure category 4000-4999 (Books and Supplies).

### 1.34 Copier for Deaf and Hard-of-Hearing Students
Can a copier be used in the local match if it is an integral component of technology used with deaf and hard-of-hearing students?

*Answer:* Yes. Schools are specifically required to "ensure access to education technology for all disabled pupils." (E. C. Section 52256(b)) Further, the evaluation rubric in Appendix G, which identifies the specific criteria for project approval, states that a school's application must demonstrate how the "needs of students with physical disabilities are matched with appropriate assistive technologies... to provide students with access to technology-based learning resources."

### 1.35 Mentor Teacher Funds
Can Mentor Teacher stipends be counted towards meeting the match?

*Answer:* No. The CDE's Mentor Teacher Program Advisory 87/8-4 (revised 8-87) states that Mentor Teacher stipends should be "accounted as salaries (rather than contract services)...." Since salaries are specifically excluded from counting towards matching funding for DHS, Mentor Teacher stipends may not be included.

### 1.36 Small School District Match Requirement
Can the small school district grant amount be greater than the local match?

*Answer:* Yes. For small school districts, the minimum local match of $300 per student will total less than the maximum grant amount. As long as the minimum local match is reached, the school is eligible for the maximum grant amount.

**Appendix B:**

# Minimum Technology Installation Grant Levels for Small Schools

The Digital High School legislation (Chapter 326, Statutes of 1997) recognizes that there are numerous small schools and programs that offer specialized learning opportunities for high school students throughout the state. The legislation includes a provision that the California State Board of Education may approve minimum grant levels for such small schools to ensure that they are able to participate fully in the program.

This provision recognizes that small programs will have certain fixed startup costs, regardless of the size of the program. Thus, this provision provides a grant that is more than the $300 per pupil allocated for schools of less than 201 enrollment as specified in the legislation.

The table below displays the minimum grant levels for small schools and programs with student enrollment less than 201 students. These levels were approved by the California State Board of Education. A fixed amount is provided to schools with specified enrollments of less than 26 students. Starting with an enrollment of 26, and increasing up to an enrollment of 200, the minimum grant level is determined by adding $200 per pupil (in excess of 25) to the fixed amount of $25,000.

There will be a general modification of the local match requirement for schools or programs that receive a minimum grant award. Each such school or program will be required to provide a local match of no less than **$300 per pupil**. Any small school that is not able to provide a local match at this level must submit a waiver request justifying a modification of the local match requirement.

| Student Enrollment (CBEDS School Report - October) | Minimum Grant Amount |
|---|---|
| 1 – 5 | $5,000 |
| 6 – 10 | $10,000 |
| 11 – 15 | $15,000 |
| 16 – 20 | $20,000 |
| 21 – 25 | $25,000 |
| 26 – 200 | $25,000 plus $200 per pupil (in excess of the first 25 pupils) |
| All schools with more than 200 students | $300 per pupil [per EC § 52260(a)] |

## Appendix C:

## Glossary of Terms

**benchmarks**: annual statements regarding check points along the way that will be used to determine if progress is being made toward the objectives.

**California Technology Assistance Project (CTAP)**: lead agencies receiving funding to meet locally defined technology-based needs in: staff development, learning resources, hardware, telecommunications infrastructure, technical assistance in developing a support system for technology, coordination of various programs, and funding. The primary focus of CTAP, as part of the Digital High School Program, is to assist schools in integrating technology across the curriculum and provide assistance to schools developing project applications and implementing these plans. CTAP is also responsible for reviewing and commenting on project applications prior to submission to the Statewide Review Committee. (See Appendix H for a list of regional CTAP staff.)

**computer literacy**: the ability to use a variety of computer programs in appropriate ways to learn, handle information, communicate electronically, and solve problems.

**courseware:** instructional software designed to teach a subject or subjects. Typically, courseware takes advantage of multiple media, such as graphics, photographic images, sound, video, and animation.

**curriculum master plan:** the guiding document at a school or district level that identifies curriculum objectives and/or standards. For some high schools this may be the school's Western Association for Schools and Colleges (WASC) accreditation plan, School Improvement Plan, or Focus on Learning Plan (a blend of the first two documents).

**E-Rate subsidy:** discounted rates for telecommunications offered to kindergarten through grade 12 elementary and secondary schools, as well as to public libraries, by telecommunications carriers. Discounts will vary from 20 percent to 90 percent for a wide array of services and technologies, including, for example, basic telephone service, a T-1 line, and wireless telecommunications services.

**electronic publishing software**: software applications that enable the user to produce products such as newsletters, flyers, reports, and other desktop published documents, either in print or electronically.

**goals**: broad statements of what is to be achieved.

**information literacy**: the ability to access, evaluate, and use information from a variety of sources.

**local match requirement**: local match of not less than the amount of the Digital High School Technology Installation grant or TSST grant. Small schools receiving minimum grants are required to provide a local match based on $300 per student for the Technology Installation grant and $45 per student for the TSST grant.

**objectives**: specific, measurable statements of what is to be accomplished for a three-year period.

**project application**: application for funding that must be submitted by all schools or combined schools selected in the random drawing to receive Technology Installation grant funding. Project applications are reviewed and recommended for funding by the Statewide Review Committee and approved by the California State Board of Education.

**random drawing**: all school districts and county offices of education with eligible schools and all charter high schools that submit a certification of eligibility will be included in a random drawing, based on a locally determined priority list, to receive Technology Installation grants.

**Technology Installation Grant**: first year funding, which amounts to $300 per pupil, or specified minimum grant levels for small schools and alternative programs with fewer

than 201 students, which must be matched locally. Funding is for the acquisition of technology infrastructure, hardware and software, and for curriculum development and staff training during implementation of the Technology Installation grant.

**technology infrastructure**: equipment necessary to accommodate educational technology, hardware, and software, such as wiring, cabling, routers, servers, and other telecommunications equipment.

**technology literacy:** the ability to use a variety of multimedia, including computers, in an appropriate manner that helps students learn, handle information, communicate electronically, and solve problems.

**Technology Support and Staff Training Grant**: ongoing, annual funding, amounting to $45 per pupil, to be matched locally for maintenance, upgrades, and ongoing training and curriculum design, contingent on an appropriation in the annual Budget Act or in another measure.

**waiver**: a request for approval to not meet the local match requirement in whole or in part. Specific instructions for submitting a waiver are included in Appendix A.

## Appendix D:

# Statewide Progress Reporting and Evaluation

The legislation specifies: "The Superintendent of Public Instruction shall report annually to the Governor and the Legislature on the results of the Digital High School Education Technology Grant Program." To prepare this report, the California Department of Education shall include among its activities the following:

1. Coordination of the local evaluations required pursuant to subdivision (1) of EC§52256, so that the data may be aggregated.
2. Formative and summative evaluations, as appropriate.
3. Analysis of individual site and aggregate results related to pupil computer skills and knowledge and academic achievement (EC§52266).

In order to conduct an adequate evaluation and to measure the extent to which legislative objectives have been accomplished, common data that can be aggregated statewide will be collected from participating high schools. Schools are required to submit any evaluation data requested by CDE; this information will be collected on an annual basis.

Reporting of data, including an updated school technology inventory, is intended to take approximately two hours each reporting period. Such surveys may be supplemented by telephone interviews, site visits, and other means as needed.

**Projectwide Process Data**
As required by CDE and no more frequently than annually, participating schools will be required to make progress reports on key project elements (Program for Students; Program for Staff; Technology Resources; Partnerships; Sustainability; and Project Management and Implementation Timeline).

**Student Performance Data**
Student performance data will be collected in two areas:
- basic computer skills and knowledge and
- academic assessment.

1. Computer Skills and Knowledge:
   Participating schools are required to measure students' basic computer skills and knowledge and may be asked to forward the results of this evaluation to CDE annually.

2. Academic Assessment:
   Participating schools are required to use student achievement assessment tool(s) selected by the State Board as part of the Standardized Testing and Reporting (STAR) program authorized by Chapter 828, Statutes of 1997 (Senate Bill 376) and to administer and use the tool(s) in accordance with Article 4 (commencing with 60640) of Chapter 5 of Part 33 of the Education Code and the regulations implementing the STAR Program for purposes of the evaluation required by Education Code § 52266.

Applicants should note that high schools are currently required to report other types of school data via other reporting mechanisms outside of the DHS Program. For example, schools report student graduation and dropout rates. These types of data may be determined to be relevant in measuring the overall impact of the Digital High School program and may be included in statewide annual reports even though they are collected outside the DHS reporting process.

**Appendix E:**

# Technology Installation Grant Fiscal Information

### A. Estimated Versus Actual Grant Amounts

Estimated Installation Grant amounts are calculated at the time schools are selected by random drawing for the Digital High School Program. These estimated grant amounts are based on the estimated enrollments provided by schools on the Certification of Eligibility.

Actual Installation Grant amounts are calculated once October California Basic Education Data System (CBEDS) data are certified by the California Department of Education in approximately April of each year. The actual grant amounts for schools selected in 2000-01 are based on the October 2000 enrollment data.

Grant awards issued prior to April of each year will be estimated amounts subject to an adjustment based on the actual CBEDS enrollment. A notice of revised grant award will be mailed and an updated Budget Form DHS00-23A and narrative description will be requested. Grant awards issued beginning in April of each year will reflect actual grant amounts.

### B. Availability of Installation Grant Funds

The project start date will be the date on which the project application is approved by the California State Board of Education. The end date for Installation Grants approved in the 2000-01 fiscal year will be June 30, 2003. All funds must be expended by the end date. Any remaining funds will revert to the State General Fund.

### C. Payment Process

The grant amount for each school will be distributed in three payments. The first and second payments will be 45 percent each with a third and final payment of 10 percent. Payments will be made in the months of March, June, and October. Payments will be issued contingent upon the following conditions:

First payment: upon receipt of the signed Certification of Acceptance of Grant Conditions and General Assurances

Second payment: upon up-to-date submission of state level progress reporting

Third payment: upon receipt of the End of Grant Expenditure Report/Certification of Completion (Form DHS-30)

Grant award notifications are mailed to the district or county superintendent within two weeks of State Board approval.

### D. Budget Revisions

A budget revision will be required if any object of expenditure category changes by more than 10 percent of the amount shown on Budget Form DHS00-23A for the column on Digital High School Funds. The request for a budget revision must be submitted to the CDE, Education Technology Office, and must include a copy of the revised Form DHS00-23A and a one-page narrative describing the change: the impact of the decreasing and increasing line items on the project application, such as the impact on the program plan, staff development, technology resources, and sustainability.

### E. Frequently Asked Questions

#### 1.1 Use of Installation Grant Funds
What can the Digital High School (DHS) program Installation Grant funds be used for?

*Answer*: Installation Grant funding for the DHS program is to be expended in accordance with the approved application. The application addresses several major areas: educational technology hardware, software, infrastructure, staff training,

curriculum development and technology integration, technical support, and evaluation.

## 1.2 Educational Technology Hardware
What is included in educational technology hardware?

*Answer*: Educational technology hardware may include any equipment necessary to deliver technology-based instruction to students, develop student and faculty computer literacy, and enable access to networks and the Internet for instruction or instructional management. This would include, but not be limited to such items as computers, peripheral devices that integrate with technology, and other necessary accessories.

## 1.3 Furniture
Can furniture used for educational technology hardware be purchased under the grant or included in the local match?

*Answer***:** Yes. Classrooms must be functional and have safe working environments for learning. Specially designed furniture for technology, including furniture to manage wires for communication and electricity, which accommodates the use of educational technology hardware may be purchased with grant funds or included in the local match if purchased with other funding.

## 1.4 Software
What is included in software?

*Answer*: Software may include educational technology-based learning resources, computer software applications, interactive materials, telecommunications software, and network software. All of the software is designed for instruction or instructional management or to enable the technology hardware that supports instruction or instructional management to operate.

## 1.5 Technology infrastructure
What is included in technology infrastructure?

*Answer*: Technology infrastructure may include wiring, routers, servers, and other equipment necessary to accommodate educational technology, hardware, and software.

## 1.6 Hiring Technology Coordinator

Can the DHS Installation Grant funds be used for hiring a technology coordinator?

*Answer*: The legislation does not specifically preclude hiring a coordinator; however, it was not intended that one-time funds would be used to support salaried positions. The intent was that the Technology Installation Grant would be used to acquire technology resources and provide for staff training.

## 1.7 Staff Training
Can DHS Technology Installation Grant funds be used for staff training?

*Answer*: Yes. In fact, the law requires that the installation project plan include staff training and curriculum development by school faculty.

## 1.8 Computers in Classrooms versus Labs
Is there any restriction on computers purchased under the DHS program being placed in classrooms versus computer labs?

*Answer*: No. However, the intent of the program is to impact student achievement by integrating technology in the academic curriculum of the school. The project application should clearly describe how technology is integrated in the curriculum in all subjects (over a specified time period) for all students and how students have access to computers throughout the school day, not just during courses such as keyboarding.

## 1.9. Computers for Administrative Offices
Can computers be purchased for school site administrative offices using DHS funds?

*Answer***:** Generally, no. However, if the computers are acquired for the school administrative office, they must be a direct, integral, and essential part of the instructional program in support of students and teachers. The administrative office also may be an alternative instructional site for students at the school where the computer is used for student instructional purposes.

### 1.10 Carryover of Installation Grant Funds

Will there be any carryover allowed on the Technology Installation Grant money? If yes, for how long?

*Answer*: The Technology Installation Grant period is designed as a 12-18 month grant program. The technology plan submitted when applying for these funds will have identified the project plan implementation timeline. Schools will have three years to expend the funds: the fiscal year in which the grant is approved and two years following, which would end on June 30. Please note that the high school will not be eligible for the Technology Support and Staff Training Grant until July 1, 2002 at the earliest (for schools selected in 2000-01) <u>and</u> upon certification that the installation project has been completed.

### 1.11 Transfer of DHS Expenditures Across Categories

If the actual costs for a DHS activity are less than originally anticipated in the Technology Installation Grant application, can the excess funds be used for other purposes?

*Answer:* Yes. But, it should be a very limited amount and consistent with the DHS plan. Additional guidelines are noted above in this appendix under "Budget Revisions." Some purchases and donations are bound to come in higher and some lower than anticipated. E-Rate and the changing costs of technology hardware are just two factors that will make budgeting difficult to be exact.

### 1.12 Staff Stipend for Staff Development Training

Can a district or county office pay a stipend to staff for doing the staff development training?

*Answer:* Yes. DHS funds can be used for staff training. But again, these are one-time funds and were not intended to be used for salaried positions. During the installation phase, local match funds may include consultant fees and other contract personnel expenses for staff training and curriculum

development provided they do not include the salaries of teachers, administrative, and classified employees.

### 1.13 District Providing Advance Monies

If a school district is willing to advance monies to its Digital High School sites pending final approval of their plans by the State, is this acceptable?

*Answer:* No. The Digital High School Grant Program is a non-formula grant program for which each grant will have a beginning expenditure date that is dependent upon State Board approval of each individual application. Only expenditures that occur after the approval date can be charged to the grant. Whether the district wishes to advance funds is, however, a local management decision.

### 1.14 Security Screens (and other facilities expenditures*)*

Can DHS funds be used for security screens over windows of classrooms to protect the computers from being stolen or vandalized? What about other security items? What about other facility improvements like air conditioning?

*Answer:* No. Security, facility maintenance and improvement is the responsibility of the school site for all buildings and resources, not for payment with DHS funds or counted in meeting the local match requirement. Appropriate expenses for DHS funds would not include air conditioning, security screens for the windows, or other security items such as room motion detectors or alarm systems. Appropriate expenses include hardware, software, infrastructure and furniture directly associated with the DHS related educational technology.

## Technology Installation Grant
## Application Submission Timelines for 2000-2001 Schools

|  | **Cycle 1** | **Cycle 2** | **Cycle 3** | **Cycle 4** | **Cycle 5** |
|---|---|---|---|---|---|
| **School submits application to CTAP** | July 11, 2000 | September 5, 2000 | November 7, 2000 | January 11, 2001 | February 20, 2001 |
| **CTAP completes review and notifies school** | August 10, 2000 | October 3, 2000 | December 5, 2000 | February 6, 2001 | March 20, 2001 |
| **CTAP submits application to CDE for statewide review** | August 15, 2000 | October 10, 2000 | December 12, 2000 | February 13, 2001 | March 27, 2001 |
| **Statewide reviews** | Sept. 5-8, 2000 | October 31 – November 3, 2000 | January 8-12, 2001 | March 5-9, 2001 and March 12-16, 2001 | April 23-27, 2001 |
| **Schools notified of results** | Sept. 15, 2000 | November 10, 2000 | January 19, 2001 | March 23, 2001 | May 4, 2001 |
| **State Board of Education review for funding approval from statewide reviews** | October, 2000 (supplemental item) | December, 2000 (supplemental item) | February, 2001 (supplemental item) | April, 2001 (supplemental item) | May, 2001 (supplemental item) |
| **Due date for resubmission of applications not recommended for approval** | Oct. 6, 2000 | December 1, 2000 | February 8, 2001 | April 4, 2001 | May 16, 2001 |
| **Statewide re-review** | Oct. 26-27, 2000 | December 14-15, 2000 | February 21-22, 2001 | April 18-19, 2001 | May 24-25, 2001 |
| **State Board of Education review for funding approval from re-reviews** | November, 2000 (supplemental item) | January, 2001 (supplemental item) | March, 2001 (supplemental item) | May, 2001 (supplemental item) | June 2001 (supplemental item) |

Shading denotes the schedule for applications submitted for re-review.

**Appendix H:**

# Digital High School Resources Directory

### Application Development Services
### and
### Technical Assistance Resources

> This Resources Directory describes support services and resources for the Digital High School Education Technology Grant Program. It will be posted on the CDE Web site and will be updated periodically at **<http://www.cde.ca.gov>.**

The following organizations and online Internet Web sites will offer application development services, technical assistance, and information resources that should be useful to participating Digital High Schools. School staff are encouraged to contact the California Technology Assistance Project and to consider these resources as they begin to develop their project applications.

### 1. Application Development Services: California Technology Assistance Project (CTAP)

The California Technology Assistance Project (CTAP) has knowledgeable personnel available to assist schools during their technology planning and application development process, as well as during the implementation stage. Personnel in each CTAP region have reviewed many DHS applications and have personal knowledge about what needs to be in an application to pass the Statewide Level Review and receive funding. Your CTAP Region is a wealth of information and early contact with regional personnel could assist your school in the most efficient development of a workable and fundable plan. Please also remember their role in the Regional Reviews described in the Section II C "Application Submission and Approval Process" of this application.

Through CTAP, it is likely that participating schools will be able to collaborate, to discuss various organizational strategies, to exchange curriculum development

resources, and to offer joint staff development activities. Each participating school will be invited to attend specific Digital High School planning and application development seminars to be scheduled by CTAP in each of the 11 CTAP Regions.

- **CTAP Digital High School Grant Coordinators:** See list included in this appendix. These are your local contacts for the Digital High School Program.

- **CTAP Web Site:** <http://www.ctap.k12.ca.us> This is the central CTAP Web location which will direct you either to your CTAP region's Web site to obtain local information or to statewide Web sites including Schools of California Online Resources for Education (four curriculum collections) and the California Instructional Technology Clearinghouse (see below).

- **CTAP Regional Services and Technical Assistance:**

  The California Technology Assistance Project, a statewide education technology leadership initiative, is a partnership involving the California Department of Education, county offices of education under the auspices of the California County Superintendents Educational Services Association (CCSESA), school districts, and schools. CTAP project applications, which detail the activities of each region, are submitted to the California State Board of Education for approval.

CTAP is prepared to conduct orientation seminars regarding requirements for Digital High School applicants. Each region will conduct project application workshops at various locations within their region. In addition, technical assistance for individual schools will be available. Informal critiquing of draft applications will be scheduled prior to formal submission of the application for review and comment by a designated CTAP project application review team. Budget planning workshops and other specific topical workshops may also be held if project applicants in each region (or adjoining regions) are interested.

## The California Technology Assistance Project (CTAP)
## Regional Digital High School Grant Coordinators and County Contacts

### North Coast/Region 1 (5 Counties)

- **Regional Representative:** Barbara Starr, Director, Education Technology, Mendocino Co. Office of Education

  TEL.: 707-467-5074
  FAX: 707-468-5781
  CTAP e-mail: bstarr@mcoe.k12.ca.us

- **CTAP DHS Coordinator**: Dave Johnston

  TEL.: 707-467-5073
  FAX: 707-468-5781
  CTAP e-mail: dave@mcoe.k12.ca.us

- **Region 1 Counties:**
  Del Norte
  Humboldt
  Lake
  Mendocino
  Sonoma

- **Region 1 Web site: <http://ntap.k12.ca.us>**

### Northeastern/Region 2 (9 Counties)

- **CTAP DHS Coordinator** Ben Anderson, Director, CTAP Region 2
  Butte County Instructional Resources Center
  5 County Center Drive, Oroville, CA 95965

  TEL.: 530-538-6358
  FAX: 530-538-7846
  CTAP e-mail: banderso@bcoe.butte.k12.ca.us

- **Region 2 Counties:**

  | | |
  |---|---|
  | Butte | Shasta |
  | Glenn | Siskiyou |
  | Lassen | Tehama |
  | Modoc | Trinity |
  | Plumas | |

- **Region 2 Web site: <http://www.ctap2.bcoe.butte. k12.ca.us>**

## Capital/Region 3 (10 Counties)

- **Regional Representative** Barbie Ross, Coordinator
Sacramento County Office of Education
9738 Lincoln Village Drive, Sacramento, CA 95827

  TEL.: 916-228-2748
  FAX: 916-228-2360
  CTAP e-mail: bross@sac-co.k12.ca.us

- **CTAP DHS Grant Coordinator:** Peg Bettcher
TEL.: 916-228-2337
FAX: 916-228-2360
Pager: 916-535-7036
CTAP e-mail: pbettcher@sac-co.k12.ca.us

- **Region 3 Counties:**

  | Alpine | Sacramento |
  |--------|------------|
  | Colusa | Sierra |
  | El Dorado | Sutter |
  | Nevada | Yolo |
  | Placer | Yuba |

- **Region 3 Web site: http://www.ctap3.org**

## Bay Area/Region 4 (7 Counties)

- **Regional Representative:** Bonnie Marks, Director, Educational Technology (510-670-4168)

- **CTAP Grant Coordinators:** Gerald McMullin and Micheline Le Blanc
Alameda County Office of Education
313 W. Winton Avenue, Hayward, CA 94544-1198

  TEL.: 510-670-4165 (Gerald) and 510-670-7704 (Micheline)
  FAX: 510-670-4161
  CTAP e-mail:
  Gmcmullin@acoe.k12.ca.us
  mleblanc@acoe.k12.ca.us

- **Region 4 Counties:**
Alameda
Contra Costa
Marin
Napa
San Francisco
San Mateo
Solano

- **Region 4 Web site: <http://www.ctap4.org>**

## El Camino/Region 5 (4 Counties)

- **Regional Representative:** Jan Half, Director, CTAP Region 5, jan_half@sccoe.k12.ca.us, 408-453-6520

- **CTAP DHS Grant Coordinator:** Kam Matray
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2398

  TEL.: 408-453-6764
  FAX: 408-453-6875
  CTAP e-mail: kam_matray@ctap5.k12.ca.us

- **Region 5 Counties:**
Monterey
San Benito
Santa Clara
Santa Cruz

- **Region 5 Web site: <http://www.etc.sccoe.k12.ca.us/CTAP/CTAP.html>**

## Delta-Sierra/Region 6 (5 Counties)

- **CTAP DHS Grant Coordinator:** Marianne Pack
CTAP Region 6
Stanislaus County Office of Education
801 County Center Three Court, Modesto, CA 95355

  TEL.: 209-525-5135
  FAX: 209-525-4994
  CTAP e-mail: mpack@stan-co.k12.ca.us

- **Region 6 Counties:**

  | Amador | Stanislaus |
  |--------|------------|
  | Calaveras | Tuolumne |
  | San Joaquin | |

- **Region 6 Web site: <http://ctap6.k12.ca.us>**

### Central Valley/Region 7 (6 Counties)

- **CTAP DHS Coordinator:** Steve Bock
  Fresno County Office of Education
  County Schools Administration Building
  1111 Van Ness Avenue, Fresno, CA 93721

  TEL.: 559-265-3093
  FAX: 559-498-0877
  CTAP e-mail: sbock@fcoe.k12.ca.us

- **Region 7 County Contacts:**

| | | |
|---|---|---|
| Fresno: | Eileen Walters | 559-265-3087 |
| Kings: | Jim Shaver | 559-584-1441 x2934 |
| Madera: | David Hoffman | 559-673-6051 x221 |
| Mariposa | | |
| Merced: | Sharon Twitty | 209-381-6632 |
| Tulare: | Glenn Williams | 559-651-3047 |

- **Region 7 Web site: <http://ctap.fcoe.k12.ca.us>**

### Costa Del Sur/Region 8 (4 Counties)

- **CTAP Regional Representative:** Gary Schonfeldt
  San Luis Obispo COE
  Education Drive at Highway One
  PO Box 8105
  San Luis Obispo, CA 93403-8105

  TEL.: 805-543-7732 x270
  FAX: 805-594-0739
  CTAP e-mail: gschonf@main.slocs.k12.ca.us

- **Region 8 County Contacts:**

| | | |
|---|---|---|
| Kern: | Chris Doyle | 805-636-4331 |
| San Luis Obispo: | Gary Schonfeldt | 805-543-7732 x270 |
| Santa Barbara: | Steve Hillery | 805-964-4711 x5348 |
| Ventura: | Loren Nibbe | 805-388-4408 |

- **Region 8 Web site:
  <http://www.ctap.k12.ca.us/Region8>**

### Southern/Region 9 (3 Counties)

- **CTAP DHS Representative:** Kathy Shirley
  Education Technology and Grants Specialist, Educational
  Technology
  San Diego County Office of Education
  6401 Linda Vista Road, San Diego, CA 92111-7399

  TEL.: 858-569-3782
  FAX: 858-467-1549
  CTAP e-mail: kshirley@sdcoe.k12.ca.us

- **Region 9 County Contacts:**

| | | |
|---|---|---|
| Imperial: | Todd Finnell | 760-339-6402 |
| Orange: | Susanna Prentice | 714-966-4170 |
| San Diego: | Daryl Stermon | 858-569-5405 |

- **Region 9 Web site:
  <http://www.sdcoe.k12.ca.us/ctap.html>**

### RIMS/Region 10 (4 Counties)

- **CTAP DHS Grant Coordinator:** Tiffany Adamson
  San Bernardino County Superintendent of Schools
  601 North E Street
  San Bernardino, CA 92410-3093

  TEL.: 909-387-3151
  FAX: 909-387-4302
  CTAP e-mail: tadamson@rims.k12.ca.us

- **Region 10 Counties:**
  Inyo
  Mono
  Riverside
  San Bernardino

- **Region 10 (RIMS) Web site:
  <http://rims.k12.ca.us>**

### Los Angeles/Region 11 (1 County)

- **CTAP DHS Grant Coordinator:** Vic Placeres
  Technology for Learning
  Los Angeles County Office of Education
  9300 Imperial Highway, Downey, CA 90242-2890
  TEL.: 562-401-5382
  FAX: 562-922-6278
  CTAP e-mail: placeres_vic@lacoe.edu

- **Region 11 Web site:
  <http://www.ctap.k12.ca.us/Region 11/>**

## 2. Technical Assistance Resources

### A. California Multiple Award Schedule (CMAS)

- **Contact:** Tracy Neuner
  Customer Account Manager K-12
  Department of General Services
  (State of California)
  California Multiple Award Schedule,
  1500 Fifth Street, Suite 116
  Sacramento, CA 95814

  Tel.: 916-445-3581
  Fax: 916-322-2055
  tneuner@dgs.ca.gov

- **Web site:**

  <http://www.pd.dgs.ca.gov/

- **Services**:

  The California Multiple Award Schedule (CMAS) Program enables California State agencies and local governments, under delegation from the Department of General Services, to streamline purchases by removing repetitive, resource intensive, costly and time consuming bid processes. CMAS contracts are established for information technology products and services, and non-information technology products (not services) like copiers and facsimile machines which have been competitively assessed, negotiated, or bid (product, service and cost compared). The contracts are structured to comply with most California procurement codes, guidelines, and policies, and provide for the highest level of contractual protection**.** California educators simply shop for best value, place orders directly with suppliers, and proceed with their business. CMAS has over 1,500 contracts currently available and staff are working with several educational associations, county offices of education, and school districts to award contracts to "suppliers of choice" for education customers**.**

### B. Computer-Using Educators, Inc. (CUE ):

Computer-Using Educators, Inc., through its regional affiliates, is the largest nonprofit professional organization of K-12 teachers focused exclusively on the use of technology in classrooms. Through CUE conferences, newsletters, and regional affiliate programs, they plan to support CTAP and the Digital High School program with information on technology planning in schools, places to visit to view exemplary programs, business-school partnerships, telecommunications strategies, hardware and software evaluation, and curriculum integration planning.

- **Contact:**

  Primary contact for CUE technical assistance resources will be through the CUE Web site, and through collaborative programs in conjunction with the eleven CTAP regional consortia. The CUE, Inc. Executive Director is Bob Walczak.

  Computer-Using Educators, Inc.
  1210 Marina Village Parkway
  Alameda, CA 94501
  Telephone: 510-814-6630

- **CUE Web site:** <http://www.cue.org>

- **CUE Services:**

  1. The CUE Web site resources will include:

     - A directory of education foundations which have services to support Digital High School participants. CUE will maintain Internet pointers to the foundations' Web sites or to their telephone numbers.

     - A directory of technology vendors of hardware and software (initially prepared in cooperation with CUE's

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conference exhibitors) with pointers to their Web site services.

- Leadership seminars to provide school (technology) planning skills.

2. CUE coordination with foundations and vendor services:

CUE, Inc. has organized a "clearinghouse" function for ALL vendors and foundations interested in offering support and services to schools participating in the Digital High School program. Those wanting to have an entry considered for inclusion in this clearinghouse resource should send an e-mail request to Bob Walczak, Executive Director, via the following e-mail address: rwalcza@telis.org. More details and instructions regarding this service will be provided in return to the designated contact e-mail address provided by the interested entity.

C. **California School Library Association (CSLA) "Learning through Books, Media, and Technology"**

CSLA is an association of school library media teachers, classroom teachers, specialists in curriculum, media, and educational technology, and others who share a common commitment to teaching all California students using the rich resources of school libraries. Through its activities, the association seeks to prepare students to be life-long independent learners equipped to compete and succeed as students, as workers, and as members of a dynamic multi-cultural society.

- **Contact:**

The primary resource for information and assistance will be through the CSLA Web site and through CSLA representatives listed below in conjunction with the eleven CTAP regions.

California School Library Association
1499 Old Bayshore Highway, Suite 142
Burlingame, CA 94010
Telephone: 650-692-2350

- **CSLA Web site:**
  <http://www.schoolibrary.org>

- **CSLA Representatives by CTAP Region:**

**Region 1**   Jayne Ritter
Mill Valley Elementary
  School District
415-389-7708
**jritter@marin.k12.ca.us**

**Region 2**   Peter Milbury
Chico High School
901 The Esplanade
Chico, CA 95926
530-891-3036
**pmilbury@cusd.chico.k12.ca.us**

**Region 3**   Lynda Lincoln
Woodland Joint U.S.D.
530-662-0201 Extension 381
**llincoln@ix.netcom.com**

**Region 4**   Nancy Rowell
San Mateo County Office
  of Education
650-802-5653
**nrowell@ed.co.sanmateo.ca.us**

**Region 5**   Mark Gordon
Consultant
408-458-2208
**mgordon@cruzio.com**

**Region 6**   Ruth Smith
Stanislaus County Office
  of Education
209-525-4990
**vrsmith@stan-co.k12.ca.us**

**Region 7**   Ellis Vance
Fresno County Office
  of Education
559-265-3089
**evance@fcoe.k12.ca.us**

**Region 8**   Chris Doyle
Kern County Office
 of Education
661-636-4331
**cdoyle@kern.org**

**Region 9**   Catie Somers
Roosevelt Junior High
619-293-4450
**csomers@mail.sandi.net**

**Region 10**   Mary Liette
Riverside County Office
 of Education
909-788-6684
**mliette@internet.rcoe.k12.ca.
us**

**Region 11**   Bob Wilson
Los Angeles Unified School
 District
213-625-6486
**rwilson@lausd.k12.ca.us**

- **CSLA Services:**

CSLA's Educational Technology and
Curriculum Committee representatives are
available to offer information on:

- technology use in school libraries;
- integration of information literacy skills and
library print, media, and technology
resources into curriculum and instruction;
- places to look at exemplary library
programs;
- samples of acceptable use policies and
resource selection policies;
- samples of technology skills
continuums;
- list of reliable selection tools; and
- technology configuration samples
commonly found in school libraries (e.g.,
online catalogs, networked databases,
stand-alone CD-ROM stations,
networked resources to classrooms).

**D.  CompuMentor, Inc.**

- **Contact:**  CompuMentor
89 Stillman Street
San Francisco, CA 94107
415-512-7784 or 800-659-3579
Fax: 415-512-9629
Email:
realperson@compumentor.org

- **CompuMentor Web site:**
<http://www.compumentor.org>

- **CompuMentor Services:**

In operation since 1987, CompuMentor
is a San Francisco-based national
nonprofit organization. Its goal is to help
schools and nonprofits use technology
appropriately and effectively in support
of their missions. Compumentor has
two programs for schools and
nonprofits:

- CompuMentor's Mentor Matching
Program specializes in recruiting
technically skilled volunteer mentors
and matching them to projects with
schools and nonprofits that need
their specific talents. Compumaster
will work with you to sort out your
computer needs and find a mentor
with just the right skills for your
project.

- CompuMentor's Software Program
makes software available to schools
and nonprofits for nominal fees.

Contact CompuMentor for more
information on either of these programs.

**E. TECHCorps**

- **Contact:** John Cradler, Director
  Educational Support Systems
  406 Glendale
  San Mateo, CA 94402

  Tel.: 650-344-7046
  Fax: 650-344-3604
  E-mail: cradler@earthlink.net

- **Web site information:**

  United States TECHCorps:
  <http://www.techcorps.org>

- **Services:**
  The California TECHCorps organization will facilitate school-business partnerships; provide information about alternative education technology funding sources (state and federal); and help organize business participation in technology integration planning seminars to be provided by CTAP regional assistance services.

**F. Learning Resource Display Centers (LRDCs)**

Learning Resources Display Centers are housed at 24 sites throughout California. LRDCs have all the State Adopted Instructional Materials K-8 and some sites have instructional materials for grades 9-12 available for review. Educators and community members will also find other materials pertaining to K-12:

1. California Department of Education publications
2. Research studies on curricular areas
3. Teacher-evaluated software resources
4. Selection and evaluation policies and procedures
5. Legal compliance requirements
6. Legislation dealing with Instructional Materials Funding (IMF)

- **Contact**: Susan Martimo Choi, Chair
  Learning Resource Display Center Directors
  Santa Clara County Office of Education
  (408) 453-6670
- **Web site address for regional LRDCs:**
  <http://www.cde.ca.gov/cilbranch/eltdiv/lrdc.htm>

**3. Technology in the Curriculum: Curriculum Integration and Planning Resources**

**A. Online Curriculum Resources**

**1. Schools of California Online Resources for Education (SCORE) Projects (Administered by CTAP)**

   **Curriculum area Web site addresses:**

- English Language Arts
  <http://www.sdcoe.k12.ca.us/score/cla.html>

- History/Social Science
  <http://www.rims.k12.ca.us/SCORE/>

- Mathematics
  <http://www.kings.k12.ca.us/math/>

- Science
  <http://intergate.humboldt.k12.ca.us/score/>

**2. California Instructional Technology Clearinghouse**

- **Contact:** Bridget Foster, Director
  California Instructional Technology Clearinghouse
  Stanislaus County Office of Education
  801 County Three Court
  Modesto, CA 95355
  209-525-4979

- **Web site address:**
  <http://clearinghouse.k12.ca.us>

- **Services:**

  For the past 13 years, the Clearinghouse has assisted California educators in identifying high-quality technology resources. If an instructional program marketed to schools uses a computer, a VCR, or laser disc player, the Clearinghouse has screened and evaluated it for use in California. Each of the listed programs has been found to be effective, technically excellent, and appropriate for use in California classrooms. The Clearinghouse's Web site contains a continuously updated database of program descriptions for these instructional technology resources. Their searchable, online database now includes annotations and curricular applications for more than 2,000 recommended programs.

3. **Clearinghouse Software Resource Centers**

   The Clearinghouse and County Offices of Education (COEs) have established 17 Software Resource Centers (SRCs) to assist teachers in their search for high quality software that matches their curricular needs and teaching style. Each center is a collection of Clearinghouse-recommended software for teachers to preview and evaluate.

   For a list of currently available programs, click the "Preview copy available at Software Resource Centers" box on the Clearinghouse's search page:

   <http://clearinghouse.k12.ca.us>

B. **Selected Online Technology Use Planning Resources:**

   - *Smart Valley Smart Schools, Technical Guidebook for Schools,* Smart Valley Inc., 1995
     **Internet source:**
     <http://www.svi.org/netday/info/guidebook>
   - *K-12 Network Planning Guide,* California Department of Education, 1994
     **Internet source:**
     <http://www.cde.ca.gov/ftpbranch/retdiv/k12/ntpg/>
   - *Donated Computers in K-12 Education: A Handbook of Recommended Considerations*
     Description: A publication of the Education Council for Technology in Learning (ECTL), which provides recommendations to consider in accepting and using used computers in schools.
     **Internet source:**
     <http://www.cde.ca.gov/ftpbranch/retdiv/ed_tech/ectl/>

   - *Developing Educational Standards for Schools*
     Description: This resource offers help in language to address educational standards, some of which relate to technology standards in academic content areas.
     **Internet source:**
     <http://putwest.boces.org/standards.html>

   - *California Academic Content Standards*
     Description: This resource currently includes content standards for math and language arts, science, and history-social science adopted by the California State Board of Education.
     **Internet source:**
     <http://www.cde.ca.gov/board/board.html#standards>

## Appendix I:

## Digital High School Program Forms

The complete application and forms are available at the California Department of Education's Web site:

<www.cde.ca.gov/digitalhigh/>

Instructions for completing the forms are in the application packet. The forms included in this Appendix are:

1. Application Cover Form DHS00-21
2. Assurances Form DHS00-22
3. Budget Forms DHS00-23A, DHS00-23B, DHS00-23C
4. Technology Inventory Form DHS00-24
5. Project Implementation Timeline Form DHS00-25
6. Governing Board Certification Form DHS00-26

7. Strategic Goals, Objectives, Benchmarks, and Evaluation Data, Optional Form DHS00-27.1
8. Partnerships, Optional Form DHS00-27.2
9. Sustainability, Optional Form DHS00-27.3
10. Project Management, Optional Form DHS00-27.4
11. Technology Resources, Optional Form DHS00-27.5
12. Specific Waiver Request, Form SW-1
13. Specific Waiver Instructions
14. End of Grant Expenditure Report/Certification of Completion Form DHS-30
15. Technology Support and Staff Training Grant Certification Form DHS-40 (sample)

# INSTRUCTIONS FOR PREPARING A STATE BOARD OF EDUCATION
# SPECIFIC WAIVER REQUEST
# (First Time or Renewal)

*Specific Waivers*. This type of waiver is expressly authorized as part of a statute. Check the Education Code sections immediately preceding or following the particular section you wish to waive for the specific authority Code section. It usually does not require community involvement (public hearing) and **may** require consultation with a relevant union, council or committee. Examples of specific waiver authorities are found in the School Based Coordination Act (E.C. Section 52863) and Professional Staff Development Program (E.C. section 44670.7).

IMPORTANT: Indicate by (x) in the box on the top of the form the type of Waiver requested:
**First Time Waiver** or **Renewal Waiver.**

**IDENTIFICATION INFORMATION**:
**CDS Code (7 digit) -** code number identifies the district or county office of education and can be found in the *California Public School Directory*. It is printed before the listing of each district and county office of education.
**Local Educational Agency (LEA) -** Only school district governing boards, county boards of education and county offices of education are eligible to request specific waivers from the State Board of Education. For special Education Specific waivers only, a SELPA also may request the waiver. Nonpublic Schools or Agencies **may not** apply, a district or SELPA must sponsor them.
**Contact** - list the name of the person who is most knowledgeable about this waiver request, which may be the person completing the form. California Department of Education staff frequently must call for additional information and questions about the waiver contents. Please include the telephone number and extension if appropriate.
**Address, City, State, Zip, Phone** - complete address and the phone number (include extension number, please) of the LEA making the request.
**Period of Request** - Generally, this is established by the language of the authorizing law. For example, Education Code section 52863 has a two-year limit. Some topics have State Board of Education guidelines that restrict them to one year. Specifically indicate: month/day/year.
**Local Board Approval Date** - State the date that the local School Board approved this waiver request.

**PART I. LEGAL CRITERIA**

1.  **Authority for the Waiver.** Indicate the type of waiver requested, Specific or Special Education.
    *Specific* - The Education Code contains several provisions that authorize districts and counties to request the SBE to waive specific parts of the Code. Such waivers require local board approval and may require consultation with a relevant union, council, or committee. If you are unsure if the item is a Specific Waiver, check the Education Code sections immediately preceding or following the particular section you wish to waive for the Specific Authority or any reference to how to obtain waivers of the nearby section items.
    *Special Education* - All special education waivers also are specific waivers. Some examples include:

| E. C. section | Purpose/reason for waiver |
|---|---|
| 56362 (c) | - to exceed the maximum caseload for resource specialist |
| 56364 | - inclusion of Special Day Class students in the regular classroom |
| 56362 (c) | - for Resource Specialist to exceed caseload (28) |

| E. C. section | Purpose/reason for waiver |
|---|---|
| 52860, 56364 | - for some special day classes to participate in School-Based &CCR5 3053 (c) Coordinated Programs (SBCP) |
| 56366.1(a) | - to waive any of the requirements pertaining to nonpublic schools/agencies. |
| 56365 (f) | - reporting of out-of-state nonpublic, nonsectarian school and agency placements of special education students |

2. **Education Code, California Code of Regulations section or portion to be waived.** Write the E. C. section number(s) and the sentence from the law that states the precise issue you wish to waive or correct.
3. **Position of the bargaining unit.** (**Important Note**: This item may or may not apply to your waiver request. However, even if consultation with the bargaining unit is not specifically required, you may still wish to consult them if you think the bargaining unit is affected by this waiver request.)

## PART II. RATIONALE AND DESIRED OUTCOME
1. **Section to be waived.** Type the text of the pertinent sentence of the law. If only a portion of a section is to be waived, include that portion verbatim, preceded and followed by ("... ).
2. **Summary of the Education Code or California Code of Regulations section to be waived.** Summarize the Education Code or California Code of Regulations section to be waived. Please do not copy the language of the law, but restate in your own words what obstacle this section raises for your purposes.
3. **Desired Outcome/rationale.** State as briefly as possible what this waiver will accomplish. Please do not restate the law. Briefly describe the circumstances that brought about this request and why the waiver is necessary to achieve improved student performance and/or streamline local agency operations.
4. **For a Renewal Waiver Only, complete this section** of certification to three stipulations to which affirmative answers will allow the waiver to go as a "Renewal." NOTE: A Renewal MUST be submitted **two months** before the active waiver expires, or it must be treated as a NEW Specific waiver, requiring the public hearing, collective bargaining unit contact, and review by the Advisory Committee or School Site Council. **Retroactive Waivers (previous years) also must go through the full process for a Specific Waiver.**
5. **District or County certification**. The District or County Office of Education Superintendent or designee is to certify to the accuracy of the information, sign where indicated, and date the request application.

**Important Note:** If a SELPA Administrator is not supportive of the waiver request, a statement of explanation is required. All statements will be considered in the Department's review and recommendation to the State Board of Education. If *no* statement to the contrary is attached, it will be concluded that the SELPA is neutral or supportive.

**Appendix J:**

# AB 64 Education technology.
**BILL NUMBER: AB 64          CHAPTERED 08/19/97**

   CHAPTER 326
   FILED WITH SECRETARY OF STATE AUGUST 19, 1997
   APPROVED BY GOVERNOR AUGUST 19, 1997
   PASSED THE SENATE AUGUST 12, 1997
   PASSED THE ASSEMBLY AUGUST 12, 1997
   AMENDED IN SENATE AUGUST 12, 1997
   AMENDED IN SENATE JUNE 25, 1997
   AMENDED IN ASSEMBLY APRIL 14, 1997
   AMENDED IN ASSEMBLY MARCH 20, 1997

**INTRODUCED BY Assembly Members Baca, Aguiar, Mazzoni, Poochigian, and Senators Vasconcellos, Schiff, and Karnette (Principal coauthor: Assembly Member Leach) (Coauthors: Senators Alpert, Ayala, Brulte, Calderon, Costa, Hayden, Johannessen, Kelley, Lee, Leslie, Lockyer, McPherson, Monteith, O'Connell, Polanco, Rosenthal, Solis, Thompson, and Watson)**

## DECEMBER 4, 1996

An act to add Chapter 8.5 (commencing with Section 52250) to Part 28 of the Education Code, relating to education technology, and declaring the urgency thereof, to take effect immediately.

## LEGISLATIVE COUNSEL'S DIGEST
AB 64, Baca. Education technology.

Existing law, the Morgan-Farr-Quackenbush Educational Technology Act of 1992, expresses its primary mission as ensuring that the procurement and use of technology is clearly guided by the needs of pupils. The Morgan-Farr-Quackenbush Educational Technology Act of 1992 is established to accomplish specific purposes, including providing access to education technology to every learner. The Morgan-Farr-Quackenbush Educational Technology Act of 1992 provides for school-based education technology grants to develop, adopt, or expand existing technological applications to support general education, English acquisition, and non-English-speaking parent education programs pursuant to specified conditions. The Morgan-Farr-Quackenbush Educational Technology Act of 1992 is repealed as of June 30, 1998.

Existing law establishes the Education Technology Grant Program of 1996, to be repealed as specified, for the purposes of awarding technology implementation grants on a 50% matching basis to school districts and county offices of education, as specified, for the wiring of and between classrooms, as specified, and the purchase of hardware and software necessary to utilize telecommunications and information services for instructional purposes.

This bill would establish the Digital High School Education Technology Grant Program of 1997, consisting of one-time installation grants and ongoing technology support and staff training grants, to provide all high school pupils with basic computer skills, to improve pupil achievement in all academic subjects, and to increase collaboration among high schools, private industry, postsecondary education institutions, and community organizations. Matching resources, as specified, would be required to be provided at high schools receiving grants. The Superintendent of Public Instruction would administer the application process, as specified.

This bill would specify the procedure for awarding technology installation grants, for allocating appropriated funds among school districts and county offices of education that operate high schools, and determining the

total amount of a technology installation grant. The bill would require that each high school that receives a technology installation grant also receive an annual technology support and staff training grant commencing in the second fiscal year following the year in which it receives the installation grant.

This bill would require specified staff training to include use of computers, networks, software, and other equipment that are part of the installation project and subsequent upgrades and modifications, integration of technology into the curriculum, as well as methods to instruct pupils in the use of computers, networks, software, and other equipment. The bill would require the Superintendent of Public Instruction to annually report to the Governor and the Legislature on the results of the Digital High School Education Technology Grant Program, as specified.

This bill would provide that it would become operative only if AB 1578 of the 1997-98 Regular Session is enacted and becomes effective on or before January 1, 1998.

This bill would declare that it shall take effect immediately as an urgency statute.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:
SECTION 1. Chapter 8.5 (commencing with Section 52250) is added to Part 28 of the Education Code, to read:
CHAPTER 8.5. DIGITAL HIGH SCHOOL EDUCATION TECHNOLOGY GRANT PROGRAM

Article 1. General Provisions

52250. This chapter shall be known, and may be cited, as the "Digital High School Education Technology Grant Act of 1997." Schools that receive grants under this program shall be known as "Digital High Schools."

52251. (a) The Legislature finds and declares the following:

(1) Computer knowledge and skills are essential for individual success in school and career and for the continued economic prosperity of the State of California.

(2) All pupils in California must be "computer literate" before they complete high school.

(3) Traditional learning is enhanced by appropriate technology.

(b) It is the intent of the Legislature that all high schools in the state become "digital high schools" by the end of the first year of the 21st century and that these schools fully integrate computers, networks, training, and software to achieve computer literacy in all pupils and faculty and to improve academic achievement.

(c) It is the intent of the Legislature that all high schools in California receive a technology installation grant within four fiscal years of the effective date of this chapter and that high schools receive ongoing technology support and staff training grants.

52252. There is hereby established the Digital High School Education Technology Grant Program with the following objectives:

(a)To provide all high school pupils with basic computer skills including, but not limited to, the ability to utilize electronic mail, word processing programs, electronic publishing software, spreadsheet programs, courseware and related software, and Internet search and retrieval tools.

(b) To improve pupil achievement in all academic subjects.

(c) To increase collaboration among high schools, private industry, postsecondary education institutions, and community organizations.

52253. (a) The Digital High School Education Technology Grant Program shall provide one-time installation grants and ongoing technology support and staff training grants to school districts and county offices of education for projects at high schools. In order to receive a grant, the school district or county office of education of a high school participating in the program shall provide a local match that is not less than the amount of the grant.

(b) The local match requirement for an installation grant may be met by providing educational technology infrastructure, including, but not limited to, wiring, cabling, routers, servers, and other equipment specifically acquired and necessary to accommodate educational technology, hardware, and software that meet either of the following conditions:

(1) The resource is acquired as a donation or purchased with funds from any source except funds provided pursuant to this chapter by the school district or the county office of education during the installation phase to implement the plans developed pursuant to subdivisions (e), (f), and (k) of Section 52256. The value of purchased resources may include any finance charges. The donated resources shall be valued at current market value and shall not be counted unless the resources have an expected useful life of not less than five years in the technology plan.

(2) The resource was owned by the school district or the county office of education before development of the technology plan pursuant to subdivisions (e), (f), and (k) of Section 52256, is included in that plan, and is installed in the high school before or during the installation phase. The resource shall be valued at current market value and shall have an expected useful life in the technology plan of at least five years.

(c) The local match required for the installation grant may include consultant fees and other contract personnel expenses that are incurred during the installation phase, provided that these expenses are incurred to implement plans for staff training and curriculum development during the installation phase, and provided that these expenses do not include the salaries of teachers, administrative, and classified personnel employed at the school.

(d) The local match required for the technology support and staff training grant may include costs incurred by the school district or the county office of education to maintain and upgrade systems, to support pupil and faculty users, and to provide ongoing staff training at the high school site. These resources may include the salary of a technology coordinator.

52254. (a) Within 90 days of the effective date of the act that enacts this chapter, the Education Council for Technology in Learning established pursuant to Section 51872 shall develop and submit to the State Board of Education project and application criteria and any other necessary program criteria, including the following:
(1) Criteria that shall establish fixed minimum grant levels for small schools.

(2) Match criteria, including provisions for waiver or modification of the match requirements in special circumstances.

(3) Minimum qualifications for installation grant funding.

(b) In developing criteria pursuant to subdivision (a), the Council for Technology in Learning shall seek input from the State Department of Education, the Governor's Office of Child Development and Education, the Department of Information Technology, statewide organizations of computer-using educators, institutions of postsecondary education, and the educational technology industry. All criteria, requirements, and qualifications developed pursuant to this section shall be subject to approval by the State Board of Education. The Council for Technology in Learning may annually review and revise these criteria, as necessary, and resubmit them to the State Board of Education.

(c) All criteria and requirements in Section 52256 shall be neutral with regard to computer manufacturer and technology platform. No project application submitted pursuant to this chapter shall be evaluated or selected based on the applicant's selection of technology manufacturer, supplier, vendor, or platform. It is the intent of

the Legislature to promote the broadest possible discretion at the individual high school level with regard to the choice of education technology.

(d) A high school shall receive only one installation grant allocated pursuant to this chapter. Alternative high schools and alternative programs for pupils in grades 9 to 12, inclusive, that include, but are not limited to, continuation schools, opportunity schools, educational centers, community day schools, and special education programs, and are located on the same property as, on a site adjacent to, or across the street from, a comprehensive high school, shall be included, for application and funding purposes, within the comprehensive high school.

(e) Regional consortia established for the purposes of Article 15 (commencing with Section 51870) of Chapter 5 of Part 28 shall provide support and assistance to schools applying for or implementing grants allocated pursuant to this chapter upon the request of the school district or county office of education having jurisdiction over the school. Up to l percent of the total amount of funds appropriated for purposes of this chapter may, upon approval of the Department of Finance, be allocated to regional consortia for support and assistance rendered to schools pursuant to this section.

Article 2. Project Selection and Grant Awards

52255. In any fiscal year in which funds are appropriated for technology installation grants for the Digital High School Education Technology Grant Program, the Superintendent of Public Instruction shall administer the application process for the award of grants as follows:

(a) Six groups shall be created as follows for the purpose of establishing funding categories:

(1) Four groups shall consist of all unified and high school districts in the state, that have a total district enrollment in grades 9 to 12, inclusive, in October of the prior fiscal year, of more than 200 pupils. The school districts shall be grouped into quartiles based upon the districts' enrollment in grades 9 to 12, inclusive, in October of the prior fiscal year, excluding the enrollment in high schools having fewer than 201 pupils, but including the enrollment in any high school having fewer than 201 pupils when that high school is located on the same property as, on a site adjacent to, or across the street from, a comprehensive high school. Each quartile shall include roughly the same number of pupils, but no school district shall be split between quartiles.

(2) Excluding schools having an enrollment of less than 201 pupils that have been included in the enrollment of a comprehensive high school in the quartiles established pursuant to paragraph (1), the fifth group shall consist of schools having an enrollment in grades 9 to 12, inclusive, in October of the prior fiscal year, of no more than 200 pupils. Schools operated by county offices of education shall not be included in the fifth group.

(3) The sixth group shall consist of schools operated by county offices of education that enroll pupils in grades 9 to 12, inclusive.

(b) The superintendent shall divide the funds appropriated for technology installation grants in a fiscal year among the six groups on the basis of equal dollars per pupil in enrollment in grades 9 to 12, inclusive, in October of the prior fiscal year.

(c) School districts and county offices of education shall submit eligibility applications for high schools seeking an installation grant to the Superintendent of Public Instruction to determine initial eligibility. A high school shall be granted initial eligibility by the Superintendent of Public Instruction if, in its application, the governing board of the school district or county office of education certifies its commitment to meeting program requirements, including the local match requirements related to a technology installation grant for the high school. This is the only criterion that shall be applied to determine initial eligibility.

(d) (1) Each school district and county office of education shall submit to the Superintendent of Public Instruction, no later than 45 days after the annual Budget Act has been enacted for the fiscal year, a list of schools under its jurisdiction that have met the initial eligibility requirement and an estimate of each listed school's October enrollment for the current year. Schools shall be listed in order of priority for funding. A school district that has schools in the fifth group shall separately list those schools in order of funding priority. Any locally determined method of prioritizing schools, including a random draw, may be used.

(2) The superintendent shall identify from the applicants all schools in each group that meet the initial eligibility requirement. A school district or county office of education may appeal to the State Board of Education, on behalf of a school, a disapproval of initial eligibility.

(e) Within each of the six groups and from all school districts and county offices of education that have schools that have been granted initial eligibility, the Superintendent of Public Instruction shall select school districts or county offices of education for funding eligibility by random drawing, one by one, until all funds available for allocation within the group are allocated, except that 5 percent of the funds shall be held in reserve and not allocated until the October enrollments have been certified. In making the random selection within groups, school districts and county offices of education shall be weighted according to the number of schools on their priority lists of initial eligibility. Funds shall be allocated to schools in accordance with the priority list submitted by the school district or county office of education. The amount of funds allocated to a school shall be based on current year enrollment and as determined pursuant to Section 52260 and criteria established pursuant to Section 52254.

(f) Schools selected pursuant to subdivision (e) to be eligible for funding shall have funds set aside for them to be allocated based on final approval by the State Board of Education pursuant to subdivision (h). Schools that are eligible for funds shall receive those funds only if the requirements of subdivisions (g) and (h) are met.

(g) Each school selected pursuant to subdivision (e) to be eligible for funding shall develop a project application as required pursuant to Section 52256 and in accordance with criteria developed pursuant to Section 52254. Upon request by a school district or county office of education, the existing technology regional consortia or the State Department of Education, or both, shall provide technical assistance to school districts and county offices of education in the development of their initial eligibility and project applications. The regional consortia shall review and comment on the application submitted by the schools in their respective regions within 30 days of the date that it is submitted by the school. The school shall submit its application, with changes based on the comments of the regional consortia, to the Education Council for Technology in Learning. The application shall also include a certification by the governing board of the school district or county office of education that a majority of the certificated staff of the high school indicate their support for participation in the program established by this chapter.

(h) (1) Within 30 days of receiving an application from a school, the Education Council for Technology in Learning shall make a recommendation to the State Board of Education on whether to fund the application. If the council does not submit a recommendation to the board within 30 days, the school may submit its application directly to the board. If the council makes a recommendation that the application should not be funded, the council shall include the reasons in writing along with its recommendation.

(2) Within 30 days of receiving the recommendation from the Education Council for Technology in Learning or at its next regularly scheduled meeting after those 30 days, the State Board of Education shall make the final determination that a school's project application, submitted pursuant to subdivision (g), substantially meets the requirements of Section 52256 and the criteria developed pursuant to Section 52254 and that it shall be funded.

(3) The State Board of Education shall provide an applicant whose application has not been recommended for funding an opportunity to address any reasons given by the Education Council for Technology in Learning for that negative recommendation.

(i) If funds are available after the determinations made by the State Board of Education pursuant to subdivision (h), the procedures in subdivisions (e) to (h), inclusive, shall be followed to allocate the available funds and that process shall be repeated until all funds available in each fiscal year are exhausted.

(j) If the amount of funds appropriated for installation grants is insufficient to fully fund the last school chosen in a group for which any funds are available, the unfunded portion shall be funded first when any additional funds become available for installation grants.

Article 3. Project Applications

52256. Project applications shall include, in addition to criteria established pursuant to Section 52254, at a minimum, the following:

(a) A description of the computer knowledge and skills that will be taught to all pupils in the high school.

(b) A description of how the school will ensure access to education technology for all disabled pupils, including the visually impaired and the blind.

(c) An explanation of how the school will make technology integral to curriculum, instruction, and assessment, helping teachers to individualize the learning process.

(d) A description of the academic content and skills that will be taught using electronic technology.

(e) An explanation of how the project will integrate existing hardware and software in the high school with new hardware and software purchased through this project.

(f) A list of the hardware and software specifications and the infrastructure needs of the campus.

(g) A description of the role of private businesses, postsecondary education institutions, parents, the community, and other interested parties in developing and supporting the plan.

(h) An explanation of how the school will work collaboratively with the private sector and institutions of higher education to design, develop, and distribute interactive multimedia instructional materials over local- and wide-area networks, including the Internet.

(i) Objectives and plans for staff training and curriculum development during the installation phase and for ongoing staff training.

(j) Plans for ongoing system support and development.

(k) A comprehensive project plan, including an explanation of how the project will assure linkages to higher education segments, assurances that the electronic equipment will be compatible with state-level standards, and a project budget containing one-time and recurring costs and matching resources.

(l) A plan for evaluating the effectiveness of the project in meeting the goals related to computer knowledge and skills and academic achievement.

52257. For the purposes of the Digital High School Education Technology Grant Program, "school district" includes charter schools established pursuant to Part 26.8 (commencing with Section 47600) that meet the requirements of this chapter.

Article 4. Technology Installation and Technology Support and Staff Training Grants
52260. (a) Each technology installation grant shall provide three hundred dollars ($300) per pupil in enrollment in grades 9 to 12, inclusive, at the high school, as determined in October census in the fiscal year of the first year of the technology installation grant or a fixed minimum grant as established for small schools. However, no school shall receive more total funding than is matched locally, except when the match requirement has been modified or waived pursuant to Section 52254.

(b) Funds for grants and matching funds for each high school shall be expended in accordance with the application approved by the State Board of Education pursuant to Section 52254. The installation project plan shall include staff training and curriculum development by school faculty.

(c) Funding for the purposes of this chapter shall be contingent on an appropriation made in the annual Budget Act or an appropriation contained in another measure.

52261. The match requirement, pursuant to Section 52253, may be waived or modified pursuant to criteria developed pursuant to Section 52254.

52262. (a) Commencing in the second fiscal year following the year in which a high school receives a technology installation grant, and upon certification of completion of the installation project, the superintendent shall allocate to each high school an annual technology support and staff training grant. This grant shall provide up to forty-five dollars ($45) per pupil enrolled, in grades 9 to 12, inclusive, as of the October census in each fiscal year. However, no school shall receive more total funding than is matched locally, except when the match requirement has been modified or waived pursuant to Section 52254. Funding for the purposes of this section shall be contingent on an appropriation made in the annual Budget Act or an appropriation contained in another measure, and, if funds are insufficient to provide full funding, shall be proportionately reduced.

(b) Grant funds and matching funds shall be spent to maintain and upgrade systems, to support pupil and faculty, and to provide ongoing staff training.

52263. Recipients of technology support and staff training grants shall provide a local match pursuant to Section 52253 for the grant that is not less than the amount of the grant, unless the match requirement is waived or modified pursuant to criteria developed pursuant to Section 52254.

Article 5. Staff Training and Program Evaluation

52264. The Legislature finds and declares that an essential element in creating Digital High Schools is staff training. Therefore, it is the intent of the Legislature to provide funding for both initial and continuing teacher training to provide teachers with knowledge and skills they need to integrate technology into the curriculum and to adapt it to instructional strategies.

52265. Staff training funded pursuant to Section 52262 shall include, but is not limited to, training on the following:

(a) Use of computers, networks, software, and other equipment that are part of the installation project and subsequent upgrades and modifications.

(b) Integration of technology into the curriculum.

(c) Methods to instruct pupils in the use of computers, networks, software, and other equipment.

52266. The Superintendent of Public Instruction shall report annually to the Governor and the Legislature on the results of the Digital High School Education Technology Grant Program. To prepare this report, the State Department of Education shall include among its activities the following:

(a) Coordination of the local evaluations required pursuant to subdivision (l) of Section 52256, so that the data may be aggregated.

(b) Formative and summative evaluations, as appropriate.

(c) Analysis of individual project and aggregate outcomes related to pupil computer skills and knowledge and academic achievement.

SEC. 2. This act shall become operative only if Assembly Bill 1578 of the 1997-98 Regular Session is enacted and becomes effective on or before January 1, 1998.

SEC. 3. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to begin digital high school technology projects at the earliest possible date so that pupils are prepared to compete in the high technology global economy, it is necessary that this act take effect immediately.